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ABSTRACT

Fifteen organizing themes are presented to help define the scope of social studies learning in grades K-12 and to construct a basic framework for curriculum development. The underlying philosophy is that there are major social understandings that tie one or two concepts together and that children should investigate and discover those understandings by utilizing methods that embody processes, such as observing, enumerating, and classifying. The first part of the guide briefly discusses social studies for the early childhood program; social science concepts and generalizations and application of these to instructional units; inquiry as a teaching strategy; and values clarification approaches, including the approaches of Roth and Kohlberg. The second and major portion of the guide presents 15 themes built around key concepts. These concepts include different life styles, periodization and chronology, culture, socialization, values, global interdependence, and scarcity. Grade level, teacher preparation, and learning activities are outlined for each theme. Students in grades K through 3 are involved in class and neighborhood surveys, group discussion, art work, role playing, and story telling. Activities for grades 4 through 6 involve students in selecting settlement sites based upon geographic information, constructing model villages using materials and technology of a specific primitive culture, and investigating court cases. (Author/DB)

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SOCIAL UNDERSTANDINGS: ILLUSTRATIVE MODELS K-3 SOCIAL STUDIES EDUCATION

Bureau of Learning Systems

West Virginia Department of Education

Daniel B. Taylor
Superintendent of Schools

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PREFACE

The ultimate goal of the social studies is a responsible, productive, and participating citizenry. The way of reaching this goal is to involve students in the study of their cultural heritage. Educational opportunities which convey our ideals about the constitution, the governmental process, the roles and responsibilities of our citizenry, and the sequence of events that established our present society have traditionally been the "stuff" of social studies education.

Social competence implies adept skills in a myriad of behaviors. The question then is "How can social studies help our students acquire attitudes and values required for democratic living in a changing world?" When teachers set out to establish relevant ways and means to ensure rationality in civic decisions, then it becomes necessary to assist the educational process by some vehicle which complements the teaching-learning procedure. It is in a spirit of support that this guide is extended to social studies teachers.

Gerald K. Perry
Coordinator for Elementary and
Middle Schools

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Jack Newhouse, Project Coordinator

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INTRODUCTION

What are the major purposes of social studies instruction? What significant understandings must the social studies convey? Is the instructional process different for the various grade levels, or are there common concepts, methods, and materials which are appropriate to permeate the K-12 spectrum?

During the early 1960's, efforts were made to discover some of these questions. One of the first suggested modifications to the social studies was to identify expressive conceptual ideas from the various social science disciplines. These concepts and generalizations were intended to embody a curricular framework from which one could generate interdisciplinary approaches to social studies instruction. A corollary movement to the social studies revision effort derived from the proof process of the social scientists. That is, how do social scientists study man? How was data gathered? What canons determine how data are ordered? These concerns led curriculum builders to search for modes of inquiry appropriate for all levels of social studies instruction. Investigations became a means of involving students into the complexities of man's relationship to other men and his environment.

In addition, new curricula evolved in a different form other than a single text-bound edition. An abundance of materials such as audio-tapes, records, slides, simulations, and laboratory kits became available. For teachers, the process of analyzing content became as important as the means of transmitting the content. Social studies instructions stressed indepth examinations of content areas and discouraged the use of highly descriptive information. While knowledge and skills have always been emphasized, the professional literature began to question the nature and the place of value analysis and value clarification. Teachers were admonished to incorporate value-laden episodes into their instructional plans.

In order to bind the above emphasis together, teachers were requested to structure their instructional plans by listing rather discrete kinds of student behaviors in the form of behavioral objectives. When compared to the traditional history-geography orientation of the past, which reflected an expository approach based on a single text and teacher input, the changes of social studies instruction appear to be revolutionary. During the last decade the following trends have emerged with regard to social studies education:

(1) Identifying concepts and generalizations from the social sciences;

(2) Focusing on the concept of culture with the goal being to stimulate a "global frame of reference";

(3) Incorporating an investigation mode on the part of the student (e.g. discovery, problem-solving, and inquiry learning);

(4) Utilizing various media to present content (e.g. primary sources, films, role-playing); and

(5) Opening close areas of concern through value clarification exercises.

SOCIAL STUDIES FOR THE EARLY CHILDHOOD PROGRAM

What kinds of experiences can be prescribed for children at the early childhood levels? The intent of this document is to suggest that there are major social understandings that tie one or two concepts together and that children should be encouraged to investigate and to discover those understandings.

Secondly, our purpose is to convey the philosophy that learning should utilize methods that embody processes, such as observing, enumerating, classifying, inferring, predicting, and measuring. If one accepts the idea that facts and descriptive data change and eventually become obsolete, then it becomes necessary to educate children in methods which facilitate self-learning. Engaging children in the process of inquiring produces these benefits:

(1) The child is able to retain data longer than by merely memorizing information;

(2) The child achieves greater comprehension through his active role in investigation;

(3) The child is able to transfer the concept to other areas of concern; and

(4) The child appreciates the means whereby data is gathered and ordered.

While holidays and presidents provide opportunities for children to investigate their heritage, the current literature suggests that the study of exotic persons, places, and things is giving way to examining sensitivities and feelings about one's self and others in situations which now require a holistic study which incorporates

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concepts from economics, political science, sociology and anthropology. However, at the kindergarten level and the early months of the first level learning experiences, the social science concepts are not always appropriate nor should they be incorporated artificially to the social world of the child just to insure the social studies concepts are implemented. Instruction should not be limited nor reflect only the social sciences. One can not artificially limit the social world of the child by synthetic boundaries such as the social sciences. Issues which motivate and cause children to think and question should be encouraged. For example, a social understanding might be that "water transportation is the most economical form of transportation." "Transportation" and "goods" are linked together and the implication is that basic factual information and teaching strategies will focus toward that understanding. The valuing process can be derived from examining the care and utilization of water conservation. In addition, the purposes of "Transportation" and what constitutes "progress" and the "good life" can be analyzed for their influence on the goals of society in general and the needs of individuals in particular. The goal should be to bundle information into a main idea rather than require children to memorize isolated and specific bits of data.

The West Virginia State Advisory Committee for the Social Studies recommended for the elementary levels the following regarding program components:

> The interdisciplinary elementary program can best be realized by an expanding environment approach that emphasizes problem solving. Although there are limitations to the idea that each child discovers his environment sequentially from home to world, it is essential that the child's primary learning sphere be as carefully defined as possible so as to conform to his daily life. Teachers are encouraged to bring into the classroom units which are relevant to the child's life because of contemporary experiences and events and the availability of information through mass media.
>
> Elementary teachers are also encouraged to integrate into the programs individual units dealing with all the areas of social studies including economics, sociology and anthropology.[1]

In order to carry out the sanction, a grand synthesis of social science concerns was completed by that committee. Fifteen "Organizing Themes" were established for the purpose of suggesting content and process for the social studies throughout the various levels. These "themes" contain and point to key concepts and are to be an integral part of the total social studies program.

[1] *Comprehensive Educational Program - Social Studies*, Section, Publication of West Virginia Department of Education, pp. 20.0-20.10

PROGRAM DESCRIPTION

Organizing Themes

The State Social Studies Curriculum Committee has developed fifteen organizing themes to help define the scope of social studies learning in grades K-12 and to construct a basic framework for future school and county curriculum development.

These organizing themes contain and point to key concepts and are to be an integral part of the entire program.

1. There are different styles of living among the people of their world. Culture groups reflect differences because of their past histories and present circumstances.

2. Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.

3. Differences and similarities of man (or between men) make our culture unique. Provision for the recognition and understanding of these is important to a functioning democratic society.

4. Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding his history.

5. Contact between cultures or the introduction of new ideas or material goods within a culture often results in the modification of knowledge, attitudes and skills of a people. Such changes cause conflict within the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.

6. Man plays a role in many groups. He is offered rewards for adhering to positive values and punishment for negative values. This system of rules may be institutionalized (law, religion, family) and passed on to the young (socialization, education) and to newly aspiring groups.

7. All societies have developed, in different degrees of elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to insure conformity.

8. In democratic societies the decision making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically and participate actively in various decision making functions.

9. Democratic societies encourage the development of responsibility by the individual toward his society. This includes an insistence on the basic freedoms such as speech, free press and religion, the

maintenance of a climate of inquiry and cooperation and an interest in the formulation of national goals and policies.

10. In a complex, highly specialized, pluralistic society, values change and may conflict. This creates moral and ethical dilemmas for individuals.

11. Communication is basic to man's interaction with individuals and groups. To aid him in this process he devises and uses symbols.

12. All people are faced with the problem of unlimited wants and limited resources. Because of this the level of economic productivity depends upon the utilization and conservation of both natural and human resources, and the interrelationships of the factors of production and the institutionalized decisions of that society as to (a) what is produced, (b) by whom it is produced, (c) for whom it is produced, and (d) in what amount it is produced.

13. The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

14. Man's environment and his perception of it undergo change to which man must accommodate himself. Concepts of time and space and of relevant time spans and space distances are shaped by culture, by group association and by the level of intellectual and social maturation. The interaction of these factors determines man's adaptation to and modification of his environment.

15. Man, over and above his relationship to other men and to his land, searches to understand the unknown.

SOCIAL SCIENCE CONCEPTS AND GENERALIZATIONS

In order to identify the knowledge component of the social studies, those responsible for curricular decisions have relied heavily on the use of concepts. Learning theorists state that all individuals fit data into a class. Our mental processes allow us to group past experiences into categories. Labels are then given to concepts, based on the concept's attributes and class. However, while individuals have this conceptualization ability, a concept is known by an individual at many abstract levels. A child's concept of "dogness" is affected by many factors. For curriculum purposes, social studies concepts refer to ideas such as "interdependence," "wants and needs," "shelter," and "culture," rather than to vocabulary words.

A generalization, like a concept, is a mental construct. Unlike concepts, which are usually single words or phrases, generalizations link concepts for the purpose of exhibiting general applicability. For example, "law" and "society" and "growth" are brought together as a series such as "The growth and well-being of a group or society depends upon the observance of its rules and laws." The natural inclination to bundle data together into concepts of individuals and generalization assists curriculum builders in delimiting social studies content. More important, it assists children in retention of relevant information.

EXAMPLES OF CONCEPTS AND GENERALIZATIONS:

ANTHROPOLOGICAL CONCEPTS AND GENERALIZATIONS

Cultural
Change
Innovation
Tradition
Social Structure
Institution
Ethnocentrism

The family is the basic social group.

Each culture tends to view its physical habitat differently.

The variety of cultures developed by human societies affords man more diverse ways of living than animals.

SOCIOLOGY CONCEPTS AND GENERALIZATIONS

Norm
Society
Role
Change
Status
Socialization
Class
Assimilation

Man learns social behavior from groups with which he interacts.

The family group teaches the child the social behavior of his culture.

Man has unique, common needs which are met within a social setting.

Communities often cooperate, but sometimes there is conflict among them.

SOCIAL PSYCHOLOGY CONCEPTS AND GENERALIZATIONS

Self
Motivation
Behavior
Heredity
Learning
Interaction
Socialization

Man searches to understand the unknown.

Behavior is caused.

Man needs rules and regulatory mechanisms to function.

HISTORICAL CONCEPTS AND GENERALIZATIONS

Change
Periodization
Chronology
Values
Migration
Cause and Effect
Nature of Evidence

Some communities change more rapidly than others.

Acts and events have both causes and consequences.

People judge past events based upon their frames of references.

Space and time for a framework within which all events can be placed.

GEOGRAPHIC CONCEPTS AND GENERALIZATIONS

Areal Association
Spatial Interaction
Habitat
Environment
Region
Maps
Adaptation

Life on earth is influenced by the earth's shape, its size, and its set of motions.

The extent of man's utilization of natural resources is related to his desires and to his level of technology.

Maps are representations of all parts of the earth. There are many different communities on the earth.

POLITICAL SCIENCE CONCEPTS AND GENERALIZATIONS

Power
Leadership
Decision-Making
Compromise
Institutions
Loyalty
Freedom and Equality
Government

Each person is born into a society which is not formless but is organized.

A principle underlying all systems of government is a willingness to sacrifice for the general good of the group.

Every society creates laws.
Citizenship involves varying of degrees of obligation.

ECONOMIC CONCEPTS AND GENERALIZATIONS

Scarcity
Interdependence
Producer
Consumer
Specialization
Division of Labor
Productive Resources
Goods and Services

While all members of a family are consumers, only some are producers.

Growth in a community creates increased demands.
Governments differ greatly in the degree to which economic freedom is allowed.

The development of machines has changed America from an agricultural to an industrial society.

APPLICATION OF CONCEPTS AND GENERALIZATIONS TO INSTRUCTIONAL UNITS

A. Change
Culture
Society
Institution

B. There are different styles of living among the people of the world. Man is a product of his environment, but he is not limited by it. The world is a product of intercultural exchange. Governmental organizations are necessary for individual and group programs.

C. First Grade-Home
Main idea or theme: "Families are Different"
Concepts: Roles
Interdependency
Shelter
Change

D. Second Grade-Home and School
Main idea or theme: "Our Town has Many Families"
Concepts: Market
Community
Change
Region

E. Sixth Grade-World
Concepts: Culture
Society
Conservation
Change

INQUIRY AS A TEACHING STRATEGY

Guiding children, facilitating learning, and organizing content in a motivating manner are attributes which precede the inquiry strategy. Being sensitive to the process of critical thinking is crucial to presenting a problem-solving situation to young children. If inquiry is defined simply as a process in which children study a problem, hypothesize and formulate theories, that may explain the how and the why of a dilemma, then how does it differ from other teaching strategies? The significant differences are how data are dispensed and how conclusions are derived. Children certainly do not have to discover everything. But if they are encouraged to investigate the mysteries of man on earth, then it can be assumed when new conditions and new changes occur, they will be able to analyze those modifications in a rational manner.

PROCESS OF INQUIRY

I. State the problem clearly.

   A. Example: The problem of this inquiry is ...
   B. You should also give the purpose or reason. The purpose of studying this problem is ....
   C. The two should not overlap.

II. Hypothesize concisely.

   A. State hypothesis and basis for it.
   B. Example: The hypothesis prior to investigation is ....

III. Gather information.

   A. Where was research done?
   B. What was omitted and why?
   C. Consult all possible sources.

IV. Organize information and report.

   A. Group in a systematic manner.
   B. Report findings in each case.
   C. Indicate discarded information and reason.

V. Check original hypothesis.

   A. Where were you correct?
   B. Where were you incorrect?
   C. What made you change the hypothesis?

VI. Draw tentative conclusion.

   A. Base on evidence; leave room for new evidence.
   B. Base each on evidence found.
   C. Encourage continued study.

APPROACHES TO VALUE CLARIFICATION

C. Kenneth Murray
WEST VIRGINIA UNIVERSITY

During the last decade, one of the most intense movements in American education has been the search for the human element. We have sought to humanize all aspects of education. One conclusion that we have drawn from this search has been about the importance of the role played by emotions, feelings, attitudes, and beliefs. Therefore, the increased emphasis on value clarification has been a direct "spin-off" of the humanist movement.

This "spin-off" has been developed to the point where the latest "in thing" in the social studies these days appears to be "value clarification." Indeed the steadily emerging series of books and articles on the topic suggests that "valuing" may well take the place that "inquiry" held secure during the 1960's.

The term **value** is defined in the Social Studies Section (Number 20, page 20.9) of the West Virginia Comprehensive Educational Program as "an attitude held in esteem by society which may be accepted, rejected, ignored, modified, or transferred by the individual within that society depending upon his frame of reference or accumulated experiences." The purpose of the value clarification movement is to provide experiences to help students make their own decisions about accepting or rejecting certain positions, i.e., values.

Three approaches seem to dominate the materials currently being disseminated for use in valuing programs in the social studies. These are:

(1) **Taxonomy Approach** (Krathwohl, D.R., et al. Taxonomy of Education Objectives. Handbook II: Affective Domain, New York: Longman's, Green and Co., 1964).

The Taxonomy Approach consists of a continuum of five levels which are arranged in a hierarchy, i.e., each level is built upon and assumes acquisition of the previous level. The five levels are:

1.0 Receiving. At this state, the learner receives and becomes sensitive to stimuli relating to value situation in which there is no single correct response.

2.0 Responding. Here, the learner responds to the stimuli he has received and begins to search for the alternative which is most appropriate for him.

3.0 Valuing. This stage refers to the development of a commitment to a position or a solution to a dilemma.

The final two stages are basically internalization stages as they involve the learner in internalizing the various attitudes, sanctions, and principles that become a part of him in the process of developing value judgments.

4.0 Organization. The learner is concerned with organizing his newly chosen or selected value with his existing value structure.

5.0 Characterization. The highest level of this classification process describes behavior which is guided by or is consistent with our stated values.

The Taxonomy Approach is particularly useful to the teacher in helping to specify objectives in this affective area and in organizing learning situations or packets which can involve students in activities at each of the levels.

(2) **Raths Approach**. (This approach is named after a former teacher educator at the University of Maryland, Louis Raths. He is the chief author of *Values and Teaching*, published by Charles E. Merrill, Inc., 1966. The best known current advocate of the Raths Approach is Professor Sidney Simon of the University of Massachusetts. He has written extensively and conducted numerous workshops in the value clarification area.) This approach consists of three broad areas. The areas are:

1. Choosing
   a. freely
   b. from among alternatives
   c. after thoughtful consideration

2. Prizing
   a. cherising, being happy with the choice
   b. being willing to affirm the choice publicly

3. Acting
   a. doing something with the choice
   b. repeatedly in some pattern of life

The Raths Approach is somewhat similar to the Taxonomy Approach in that it is particularly helpful in organizing learning experiences but I believe that its most important contribution is in the area of specifying the classroom climate which is so necessary for valuing activities. This approach clearly implies that the choosing, prizing, and acting areas must be provided for in a climate which allows the student to frame and test his own values.

(3) **Kohlberg Approach** (Lawrence Kohlberg, "This Child as a Moral Philosopher," *Psychology Today*, September, 1968). Kohlberg, inspired by the early work of Piaget in moral development, has generated a typological schema which seems to be very useful for classifying value reasoning statements independently of the content of the situation. Kohlberg's six stages of moral development are:

1. Orientation toward punishment and unquestioning deference to superior power. (Authority)

2. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. (Reciprocity)

3. Good behavior is that which pleases or helps others and is approved by them (Empathy).

4. Orientation toward authority, fixed rules, and the maintenance of the social order. (Law and Order)

5. Right action tends to be defined in terms of general rights and in terms of standards which have been critically examined and agreed upon by the whole society. (Social Contract)

6. Orientation toward decisions of conscience and self-chosen ethical principles. (Conscience)

The Kohlberg Approach is particularly useful to the classroom teacher who wants to ascertain where a student is in his valuing process. The student can be presented with an open ended moral dilemma and asked to indicate his response and justify his reasons for the response. This data can be classified by the teacher into one of the stages and then the teacher can outline a strategy for helping the student to reason at other stages.

The three approaches that have been outlined in this paper have all made a significant contribution to the value clarification movement in social studies. An understanding of these approaches can be most useful to the teacher who wants to develop value clarification exercises for use in the classroom. The remainder of this paper is devoted to examples of value clarification exercises which were developed by in-service teachers.

Value Clarification, Sheet No. 1 Grade-Early Childhood

Today was painting day in the Brown Bear kindergarten. As the teacher set out the painting supplies she told the children, "Only one bear can paint at a time and everyone must wait his turn." Several bears had already painted and Buffy Bear was starting her turn when - BANG! - Binky Bear who was to paint next ran into Buffy saying, "You've painted long enough. It's my turn now." As he bumped her, the paint spilled onto Buffy's new dress!

Idea I This story doesn't have an ending. If you were writing this story, how should it end?
Idea II What would be a good name for our story?
Idea III Discussion Questions:

A. How would you feel if you were Binky?
B. How would you feel if you were Buffy?
C. What would you do if you were the teacher?
D. Why did Binky upset the paint?

Value Areas Covered

Empathy
Cooperation
Taking Turns
Following Directions

Value Clarification, Sheet No. 2

Grade 1

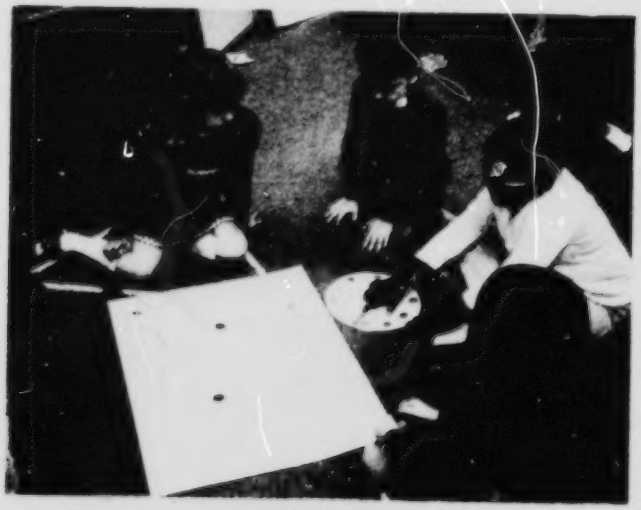
Myrtle the Turtle was in a scurry, which was quite a rush. She has an appointment with Freddy the Frog. Freddy and Myrtle were planning to visit Herky the Hamster. Herky lived in the next town, a good distance away.

So Freddy and Myrtle decided to go by train. The only train to Herky's town was leaving promptly at 8:00. On the way to the train Freddy and Myrtle got lost.

Passing by the local playground they spotted a group of monkeys chattering on the jungle gym. They stopped to ask directions. Monkeys being the way they are, they all answered at once! Needless to say, Freddy and Myrtle heard nothing but jumbled chatter. Freddy and Myrtle missed the train since the monkeys took up their time.

1. How did the jumble chatter hurt Freddy and Myrtle? How did it help them?
2. How could the monkeys be more helpful?

STRUCTURE OF THE INSTRUCTIONAL UNITS



Each instructional unit is derived from one of the "Organizing Themes". These themes are high level abstractions which attempt to synthesize a social science principle. An elementary graduation of the theme resulted in a "Main idea". It is the "main idea" that the child is striving toward in the teaching-learning process. Therefore, each unit has the following components:

FOCUS QUESTION: (To direct attention and to motivate)
MAIN IDEA: (To bundle the content in a manageable form)

MAJOR OBJECTIVES: (To direct the learning activities)
LEARNING ACTIVITIES: (To provide for a process approach to learning)
Inasmuch as the units which follow are **illustrative** units rather than day by day teaching guides, no attempt is made for sequential development with a particular grade level or between grade levels. Also, no attempt is made to prescribe a detailed listing of curriculum materials. Since this guide is for statewide consumption, it is assumed that a variety of supporting materials exists within the various county systems; therefore, it is suggested that those individuals responsible for curriculum may wish to have a committee identify relevant materials to accompany the instructional units which follow.

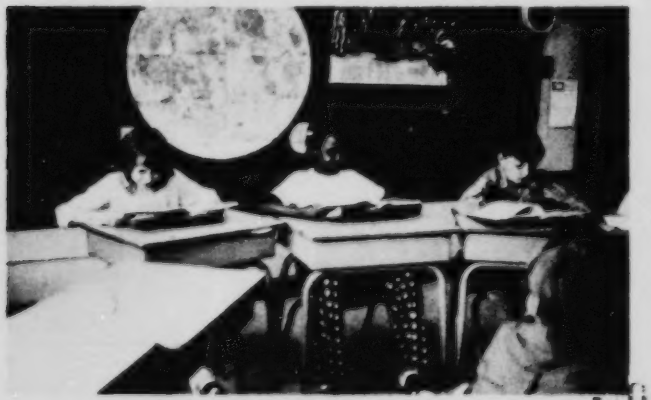
General Objectives of the Program:

Each child should be given the opportunity to appreciate his American heritage and all individuals who contributed to the formation of the democratic form of government. In addition, at the end of the primary experience, children should understand that:

a. the people of the world are interdependent.
b. people adapt those traits from other cultures which are perceived as useful.
c. institutional means are established by man to meet problems such as transfer of power, allocation of resources, maintenance of peace, and preservation of the environment.
d. modifications in man's life style are not the result of a one-to-one cause and effect, but are derived from many complex and interrelated causes.
e. social scientists collect, order, and interpret data to explain man's behavior.
f. every society has a system of roles, norms, values, and sanction to guide behavior.
g. diversity exists within all groups.
h. changes are inevitable.

In addition, intermediate children should be able to:

i. identify central elements in information.
j. classify information.
k. differentiate between points of view.
l. recognize inadequacies or omissions in information.



Organizing Theme 1

Grade Level: Kindergarten

There are different styles of living among peoples of the world. Culture groups reflect differences because of their past histories and present circumstances.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Self 2. **Focus Question**: Who am I? 3. **Main Idea**: There are similarities and differences among people. 4. **Major Objectives**: All people are alike in many ways. People differ from each other. Each individual is unique and can contribute to a group because of this uniqueness. Human beings have more similarities than differences.	1. Discuss likenesses and differences of classmates and the value of uniqueness. Count fingers, arms, legs, eyes. How would you feel if everyone you know looked and acted the same? 2. Look at self in mirror. How are you different than you were in baby pictures? How are you the same? What can you do now that you couldn't do then? 3. Draw self. Compare class pictures of self. Discuss similarities and differences. Silhouettes are another alternative to drawing self. 4. Make a BOOK ABOUT ME. 5. Collect and make a display of pictures of various ages: young, old, teenage; various sizes: fat, thin, tall; various colors: light, dark; various clothing. 6. Survey the class and chart the likes and dislikes of class members. Things I Like Things I Dislike What I Do Best, etc. An individual listing could be entered in the BOOK ABOUT ME. 7. Have a sharing session with family pictures and class pictures passing around photos and discussing: how looks change by age, styles of clothing that change, holidays that some people celebrate and take pictures of that others don't celebrate, holidays that are the same, special family occasions and birthdays, compare vacations, etc., as the pictures you use indicate. Bring out the similarities and differences in family backgrounds and circumstances. 8. Measure height and weight differences. Use results for BOOK ABOUT ME or for the classchart of similarities and differences. 9. Read a story or show a film that points out similarities and differences among people or animals or flowers, etc. 10. Make up a class song or poem about the differences in people or how they all look alike. 11. Play a game where each child in the group must find something about himself that makes him unique. It needn't be a boasting match or exaggeration. He could be the only one in the group with red hair, or the only one who can wiggle his ears, or the only one with a dog and nine puppies at home. 12. Group cards or pictures of people from different cultures, different	

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TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	age groups, etc. Give a reason for the grouping. It is possible to group the same pictures several ways. 13. Group cards or pictures of people in a time sequence. For example, little girls, teenager, mother, grandmother. 14. Make a list of classroom duties showing how each child contributes to the group or arrange a party or picnic and list how each one will contribute something to the efforts of the group. 15. In observations and discussions allow the class the opportunity to express their views and values concerning racial differences, cultural differences, styles of dress, etc. Does this mean he is a better person? Does her dress mean that she isn't nice to play with? etc.	

Organizing Theme 2

Grade Level: 3rd

Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Community. 2. **Main Idea**: Institutions are established as solutions to community problems. 3. **Major Objectives:** Institutions have a purpose or goal. Institutions are supported in various ways. Some people decide how they want to be governed, and how they want to solve their problems. Institutions establish rules and reward systems.	1. Set up a simulation problem. We are going to establish a colony on the moon. There will be many people there and many problems. The scientists are planning for the basic life needs and safety and protection. Our job is to plan for ways of helping people get along and settle their differences. We are going to decide what rules and regulations we should have in our new community. We may wish to take some of the rules we have here on earth to the mooncommunity or we may find that we need different rules. Clarify the problem. Have children restate it in their own words. 2. We will be **pioneers**. Define **pioneer** by giving examples and situations from the past and theoretical situations. Decide what elements of each situation make the person a **pioneer**. 3. Show a film of a pioneer settlement of the past to identify problems people faced in their new environment. Discuss problems that pioneers on the moon might face. What similar problems might we have? How should we solve these problems? Make a chart: Possible Problems Possible Solutions You needn't fill in all the solutions yet. Discuss the Mayflower Compact or a similar agreement. Draw up a Moonship Compact. 4. Read about the local community, its settlement and government. How did the early settlers make their rules and laws? What problems did they have? Visit the local museum or local government offices. Discuss community government today. Different models of governing could be introduced at this point: mayor, village council, city manager, town meeting, etc. 5. Introduce the idea of a town meeting. Decide what form of local government or what style of government you should transport to the moon colony by holding your own "town" meeting or "moontown" meeting. What leaders should you have? Should they be elected? How? Should everyone have a voice in the government? 6. If you have decided upon a mayor, health department, sanitation department or other service, ask how you will pay for the operation of these services and the moon government. Where do people in our community get the money to run their government? Established search committees. Make up questions for the children to ask at	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	home and in the community or to research in the library. Allow several sessions for gathering and recording the information. This would be a good point to include lessons on reference skills. Chart the findings or record them on tape, etc. Return to the question of financing the moon government. Should everyone contribute? Equally? Why or why not? Introduce the term **tax** or define it in the way you did **pioneer**. Discuss a fair way to tax citizens. What if someone doesn't pay? What if he cannot pay? Should we expect every family to take care of its own needs? What if it can't? Add this to the possible problems list if it isn't already there. Decide on a possible solution; add it to the chart. 7. Spend a session or two deciding on solutions to any of the other "Possible Problems" on the chart that appear to be of interest to the class. 8. Have the children generalize about their chart and the moon government they have designed. What can we say about rules and regulations for people living together? Can you tell about our chart in one or two sentences? How do people decide what rules they want and need? What could you say about government for all people? 9. Take off for the moon. Role play problems from your "Possible Problems" chart and try to implement the "Possible Solutions". 10. List several institutions which help people or which regulate activity. What problem does each one attempt to solve? Is there another way to deal with their problem? Does this seem to be a good solution? (Children's home, home for the aged, welfare center, mental hospitals, juvenile detention homes, prisons) 11. Have the children visit a local government institution or agency or invite a resource person in to answer the questions: What problem does the institution or agency deal with? How does it try to solve the problem? Where does the money come from to run the institution? 12. Discuss licensing agencies (dog, bicycle, fishing, hunting, drivers). What problems does each attempt to solve? How is the money used? Should we have licenses on the moon? What kind? For what purpose? 13. Should we have courts and judges on the moon colony? Why? What kinds of punishments and rewards should we have on the	

moon colony? Discuss types of brutal punishments of the past, prison systems, banishment, fines, etc. What rewards and punishments do you want, if any? Let the children discuss freely. Be non-judgmental; this will reveal many values and prejudices. Insist on reasons for statements given.

14. Choose one of the "Possible Problems" from the chart and illustrate a solution. Paint a moonscape mural with the pioneers signing a compact, hold a moontown meeting, paying taxes, etc.
15. If it seems necessary from the unit, rewrite the **Moonship Compact**. If not, read it and see if it provides for changes at a later time. Discuss written law. Why should we write it down?(To settle disputes and so those who come later will know the law.) Should the new people write their own compact or should they live by ours? Discuss.

Organizing Theme 3

Grade Level: 3rd

Differences and similarities of man (or between man) make our culture unique. Provisions for the recognition and understanding of these are important to a functioning democratic society.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Community. 2. **Focus Question**: How are the people in my community alike? How are they different? 3. **Main Idea**: People have different cultural heritages from the past. 4. **Major Objectives**: People are alike. People are different. Human beings have more similarities than differences. Each individual is unique and can contribute to the community because of this uniqueness.	1. If you live in an area where there are people of many different nationalities, ask the children to identify the people of different nationalities in their neighborhood. If not, display pictures of children of different nationalities, the homes, families, their country of origin. Ask the children: From whom does this child learn? Which things are part of her past? Which things are part of her parents' past? 2. With the aid of a world map or globe, tell the story of America's great cultural diversity. Colonization and exploration by France, England, The Netherlands and West Africa first and later the immigration from Italy, Poland, Germany, Japan, China, Ireland, etc. Use examples which correlate with the background of the children in the class. Mention their names and their families. Tell what kind of things they probably did in the "old country." 3. Make a list of the nations represented by the ancestry of the children in the classroom. Discuss some customs or games the children have learned at home that are part of their ancestry. How are the customs related to a certain country or region? 4. If any children know a song or dance or folk tale of their heritage. let them share it with the rest of the class. 5. Match pictures with names or with countries or with individual class members. Pictures of kilts, pinata, shamrock, etc. Who has a kilt in their past? Who has a pinata in their past? Who has a German grandfather? 6. If there is a museum in your area, visit it for the "flavors" of different cultures. Go on a picture tour of the world through a sharing period in the library. Look only at the pictures. Check out any books which seem especially interesting to read to the class. 7. Let different children tell the class what language their ancestors spoke. Teach a few foreign expressions such as good morning, goodbye, thank you, in several different languages. 8. Ask children to bring heirlooms from their past for their family's past to school. Or bring old photos of their family in the past. 9. Show appreciation for the heritage and culture of each group during the course of the unit. Pick up on derogatory remarks; don't let them pass unnoticed. Ask why they think Germans are bad; have them explain; question if they feel all Germans are that way, etc.	

10. Involve students in discussion about people they admire. Bring in famous Negro, Italian, German, Russian pictures. Have students bring in pictures of people they admire or baseball cards, or movie stars, etc. Who is this? (Explain, if they do not know.) Why do you admire this person? What is his background? What country did he come from? Or, what country did his ancestors come from? What has he/she done for other people?
11. Value discussion: How many think it is better to be Italian than Chinese? How man think it is better to be Chinese than Italian? Why? Discuss and come to a generalization that no ethnic background is better than another.
12. Ask the children to tell about one foreign dish their family enjoys eating: spaghetti, sauerbraten, chow mein, enchiladas, etc. Have them describe how the food is different from other food they have eaten. Is the food from their own family background or from recipes from a cookbook or a friend?
13. Discuss the advantages of cultural diversity, being able to speak many languages, eat different foods, enjoy different songs, wear many styles of clothes, etc. Why do people take vacations to other countries?
14. Identify fairytale characters, cartoon characters or TV characters who are from different ethnic backgrounds. Do you think all people of that nationality look like that? Talk like that? Act like that? Generalize about sterotypes and characterizations.
15. Have the children role play an incident in their distant past in another country or cultural setting, something their great grandmother or great grandfather might have done.

Organizing Theme 4

Grade Level: 2nd

Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding history.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Neighborhood. 2. **Focus Question**: How do I keep track of **When** things happen? 3. **Main Idea**: Perception of time relationships. 4. **Major Objectives**: The relationship between the past and present is important to man's daily decision making. Recording past and present experiences aids us in perceiving time relationships. The past has affected the present and the present will affect the future. People use what they have learned from the past to plan for the future.	1. Ask the children to list some of the things they did yesterday. Did you do it the day before yesterday? Last week? Have you always done this? Why not? Do you remember the first time you did it? 2. Birthdays: Mark the class birthdays on a calendar. Did you have a birthday last year? How do you know? Will you have a birthday next year? 3. Have the children bring in baby pictures of themselves to share. What do you see in the pictures? Do you remember that? Could you look at pictures that show tomorrow? 4. Draw pictures of something that happened last year or last month or yesterday. 5. Have the children cut out pictures from magazines of things that might have happened in their past. Why do you think so? Paste them to a long strip of shelf paper or butcher paper along the side of the room. When will these be dry? Why do you think so? 6. Have the children close their eyes and remember their room at home. What things are in the room from your past. Are there pictures in your room? Is there something in the room that you got last year? What is the oldest thing in your room? 7. Make a list of classroom activities each day of the unit. Keep a running account. Ask the children: What did you do yesterday in school? The day before? Last week? Record each day's activities as you do them. 8. Vary reporting experiences. What did you do at home yesterday? Write it down, draw it, tell about it, make a song up about it, put it in a coded message, record it on the tape recorder, take a picture at home and bring it in, etc. 9. Make an exhibit or display of various ways of recording events. Example: camera, tape recorder, old newspaper, diary, records, etc. 10. Have the children try to remember their first day in school. Let them describe it or draw something they remember. Not everyone will be able to remember. What have they learned in school? Will that help them in the future? How? 11. Ask a series of questions directing the children's attention to their own past. Can you remember when you took your first step? When you first drank from a cup? When you first learned to watch for	

cars in the street? Point out the importance of past learning to the future even if you can't remember it; it happened and it is part of your history today.

12. Put a series of pictures in a time sequence.
    Example: Baby, girl, mother, grandmother.
    Puppy, dog.
    Egg, fledgling, bird.
13. Use older citizens as a resource. Have them tell the children how the community used to look and how it has changed over the years.
14. Have the children draw pictures from what the class visitors have told them about the past. Tape record their descriptions to play back for the children several times as they are drawing.
15. Emphasize time and ask the question When? often during the day, every day of the unit. Make use of the calendar in this and other class periods during the day. Reinforce time relationships whereever possible.

Organizing Theme 5

Grade Level: 3rd

Contact between cultures or the introduction of new ideas or materials within a culture often results in the modification of knowledge attitudes and skill of people. Such changes conflict with the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Community. 2. **Focus Question**: What contact does my town have with people of other cultures? 3. **Main Idea**: Many cultural influences which differ from our own affect our daily lives. 4. **Major Objectives**: We use products from other countries. Many of our customs are based on those of other cultures. Many of our buildings are designed to resemble other cultural architecture. Many foods we eat and the manner of eating them come from other cultures.	1. List the products children have in their homes which come from other countries: Group them by country; Group them by similarities and differences in the products; Group them by another characteristic. 2. Cut out magazine pictures of people, food and places which are different from our own. Cut out fashion pictures or home decorations that show the influence of Japan, Russian Cossack, Spanish, etc. Make a booklet or bulletin board display. Let the children title it with a generalization about the influence of other cultures in America. 3. Community Action Project Identify questions or problems concerning the amount of foreign products in your town, the quality, their effect on sales, or their appeal, etc. Survey the town to identify all the stores which deal in foreign commodities. Report your findings to the local newspaper. Example, 69% of the stores in our town deal in goods from Japan, Hong Kong, France, Germany, etc. List sample items-motorcycles, Volkswagon, wine, cheese, paper products, baskets, home decorations, transistor radio, etc. 4. Make up questionnaires and interview store owners to discover: Why do you buy goods from_____to sell? How do you get the merchandise? Is it cheaper? Why? More expensive? Why? Do American companies make the same item? Do you sell it? Which sells better? Why? 5. Obtain posters and brochures from a local travel agency. Let the children group themselves by interest according to a cultural area: Mid-East, Oriental, European, Latin, Scandanavian, Islander, etc. Have the children make a display of items from their home, around the community, from magazines, that reflect the influence of the cultural area they chose. If items they wish to include are too large, take pictures or draw pictures or make models. Example: a church with Mosques, a garden house shaped like a pagoda, etc.	

6. Determine the origin of family names for class members if possible. Look through several pages of the local phone book and identify the origin of different names. Look for similarities and differences. Example, names that end in i or a, names that end in ski or owski, names that begin with Mc or Van., etc. Check the yellow pages for cultural influences also, French names on hairdressers or restaurants, pizza places, taco and enchilada shops, Chinese restaurants, etc.
7. Have a food tasting party with products purchased from the local grocery store. Keep the packages in view especially if they have foreign writing on the labels. Discuss the terms, **Import** and **Export**. Discuss the taste of the different foods you are tasting; how are they different? similar? to our regular diet or cafeteria food.
8. Look at pictures from other countries and identify Western influences, Coca Cola signs, modern buildings, western dress. Then look at pictures of your area or if possible out the window and try to find influences from other countries.
9. If there is a Chinese, German, Greek, Italian or Polynesian restaurant in your area, try to arrange a visit or invite the owner or manager in to speak to the class and answer questions; for example: different customs, names of foods, ways of preparing foods, ways of serving and eating food.
10. Have a dress-up day where children can wear clothing from another cultural area or American clothes that are styled after a foreign influence or design. Provide extra outfits for children who might not have something or who may have forgotten it at home. Example: towels for turbans, scarves for saris and veils, shawls for ponchos, western cowboy outfits look like gauchos, many women's hats look like Spanish, Australian, etc., bolts of cloth in bright colors can go Hawaiian, African, Indian, etc.
11. List local customs, holidays, celebrations-determine if they are influenced by another culture. Survey class members for customs they observe in their homes that are culturally influenced. (Eating foods on special days, making wine, songs and dances, religious and family holidays.)
12. Identify the cultural area that certain styles of architecture come from by observing pictures. (Mosque, Mid-East, Pagoda, English tudor, etc.) Identify buildings in the community which have a similar influence (churches, store fronts). Ask the children to make a general statement about the influences on the buildings in their community.
13. Have a value lesson on differences. Be sensitive throughout the session to any particular prejudices which seem to be expressed during the unit. Discuss pride in your heritage, the uniqueness of individ-

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	uals, the similarities among peoples. Try to reach some generalizations about differences. 14. Follow the leader: One person says or does and everyone mimics him in unison. Continue until it gets monotonous. Discuss how the children felt. "What would it be like if everyone looked and acted the same way?" 15. Show a film or read a story with the theme of America as a melting pot of nations.	

Organizing Theme 6

Grade Level: 1st

Man plays a role in many groups. He is offered rewards and punishments for adhering to values. This system of rules may be institutionalized and passed on to the young and to newly aspiring groups.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self at Home and School. 2. **Focus Question**: What groups do I belong to? 3. **Main Idea**: People belong to many groups and there are advantages of interaction, cooperation and companionship to membership. 4. **Major Objectives**: Man is a social animal who lives in groups. Man can belong to many groups--each one has a common goal. Man's behavior may differ in various group situations. Groups serve different purposes but have a common purpose or common goal in each group. People have always organized themselves into groups for various purposes. Children belong to a family group, a school group, and other groups.	1. List things that the family does together as a group. 2. Is the class a group? Do you do everything together? Role play types of class activities that identify different sub-groups. Try to identify the difference between a group and a non-group on the playground. If several people decide to play ball together, is that a group? If a few people put together a skit, are they a group? Come to a general definition of what constitutes a group. (interaction, common goal or interest) 3. Name groups that class members belong to. List them. Which groups would a girl in Germany belong to? What kind of groups would a boy in Japan belong to? Add these to your list of groups. Make a ditto of the list and let each child circle the groups he belongs to or write his name by each group he belongs to. 4. Make up a story about a boy who belongs to no groups at all. What is life like for him? Little by little have the boy join groups and show how his life changes. 5. Role play one or two home, school or after school activities performed in groups. Why did the groups get together? 6. With the flannel board or illustrations make up nonsense examples of people getting into the wrong group. (A girl with a violin coming to football practice. A boy in swimming gear trying to join the band in a parade.) 7. Discuss some of the groups that have already been listed. Did people always have this group? Did cavemen have boy scout groups? Did they have family groups? Hunting groups? What other kinds of groups might cavemen organize themselves into? Cover different time periods or tribes or people familiar to the children and discuss probable groups that they formed. 8. Sing songs about being together and doing things together. Make up your own verses or write poems. 9. List several groups children belong to on a sheet or drawing paper, fold it and have them illustrate each one. Have them draw themselves in the picture (home, school, church, little league). 10. Take a drawing of a child in a family situation doing something he likes to do at home--cut out his picture and put it on a bulletin board of the school class in a group situation, lining up to come in from	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	recess, in a choir arrangement for singing or oral recitation, painting a mural, etc. Does he belong to both groups? Does he play a different role in each group? 11. Have children draw small pictures of themselves and paste them to popsicle sticks. Have backdrops of different groups situations along the blackboard ledge. Let small groups "put themselves into the group situation" and tell how they would act. Would you act differently at a wedding than at a baseball game? Do you act differently when you are playing basketball and when you are eating dinner with your family? How? Why? Let the children make up their own group situations for popsicle puppets. 12. Have children classify pictures into groups and non-groups. 	

13. Organize classroom groups for various projects and tasks in other areas at this time and emphasize their group membership. Keep charts of group workers up for reference. Include these groups in your listing of groups they belong to. Identify each individual's contribution or role.
14. Role play a situation or contrive a situation where the group cannot get a job done because they cannot cooperate. You might have them painting a mural and give opposing instructions to several members about the size of the drawings or the colors they must use. Discuss the problems they encountered and their importance to ideas of group membership and common goals. Role play a group trying to build a sand castle and not cooperating with each other. Discuss teamwork.
15. Using pictures of groups, have children identify the purpose for each group. Why did these people get together? What is their goal? Why is this a group?

Organizing Theme 7

Grade Level: 1st

All societies have developed, in different degrees of elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political instituions use the ultimate threat of force to insure conformity.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self at Home and School 2. **Focus Question**: What rules must we keep at home and at school? 3. **Main Idea**: When people live and work together, rules are made for the good of the people. 4. **Major Objectives**: All groups have rules to guide their behavior. All groups have **rewards** and **punishments** for those who abide by or break the rules. Rules assist the group to carry out its goals. Rules can be changed to meet the needs of the group.	1. Contrived situation A. In advance of direction giving, arrange with a group of children to engage in the following activities while you are attempting to explain a task or provide direction: a. pass the waste basket b. pull the shades or blinds c. sharpen their pencils At the conclusion of the direction giving, discuss the problem of listening to the directions. "Why did the action of the children involved in activities distract from the direction giving? What is the outcome of the distraction? What kind of rule would help to prevent distraction? Would such a rule be helpful to everyone?" 2. In order to create an awareness of the need for structure, introduce a new game. By withholding certain procedural rules from the children, let them experiment with the game. As the need for more information becomes evident, discuss how order and rules help groups to work on a common task. 3. Ask children: What happens when you break rules? List some of the groups children belong to such as family, play group, class. Discuss some of the rules each group has and how each group rewards and punishes those who break the rules. Categorize the types of rewards and punishments groups have. 4. Examine the procedural rules which are set up for your classroom. Discuss the reason for these rules and how the group benefits when the rules are followed. Discuss which rules are changed when children are involved in two diverse activities, such as a quiet reading period and an art project. Why are some rules different for one activity than for another? Why do groups sometimes change rules? 5. Put the children's sweaters and coats from the cloak room in a heap on a table. Ask each child to get his or her sweater. Allow time for confusion to develop. Why did it take so long? Is there an easier way? Could you think of a rule that would make getting the coats easier and would take less time to get ready for recess? 6. Show a film on safety rules or health rules. Discuss what would happen if there were no such rules.	

7. Set up a backdrop (cardboard box) kitchen or sketch a kitchen on the chalkboard. Ask the children to role play parents. Have them survey the kitchen for possible accidents and set up some rules to protect their children.
8. Have children look at pictures of orderly lines of people or children waiting their turn, people putting trash into litter barrels, people playing organized sports. Is there a rule being followed here? What do you think the rule is? What is the purpose of this rule? Likewise, pictures of disorderly, confused situations or accidents could be used. What rule would make this situation better for everyone? Safer? Quicker?
9. List the people who have authority over the students, and discuss their "power" to reward and punish. Include parents, teachers, librarian, teacher aides, nurses, policemen, scout leaders, children on the traffic patrol, class monitors, coaches, etc.
10. Have each child report on a rule that he has followed lately. What was the purpose of the rule? Why did he obey the rule?
11. Read a story about a child or an animal who broke rules.
12. Cut out magazine pictures or draw pictures to illustrate a safety rule, a health rule, a play rule, a school rule, a home rule.
13. Chart or list: Who Makes the Rules For--
cars, games, classroom, health, safety, play, grown-ups, lunchroom. Group the Rule makers into categories. Regroup them by another characteristic.
14. Have children report rules that they observe at home or tell a rule that they observed at a friend's house, or relative's house that they do not have at home. Predict what kind of rule they might make for their own children.
15. Make up songs or poems or jingles or riddles, reminding others of important health and safety rules.

Organizing Theme 8

Grade Level: 2nd

In democratic societies the decision-making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically, and participate actively in various decision-making functions.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Neighborhood. 2. **Focus Question**: What is my part in making family and classroom decisions? 3. **Main Idea**: The child plays an active role in the decision-making process of the groups to which he belongs and thus he should support group decisions willingly. 4. **Major Objectives**: Family members feel differently about things at home but make group decisions about what to do. Children feel differently about things at school but make group decisions. Each individual in a group plays a role and takes an active part in decision-making.	1. Role play - A disagreement about a game a group of friends wants to play. A disagreement about a TV program the family wants to to watch. How would you settle the difference of opinion? Would one person solve it? Would it be a group decision? Can you still be friends and be happy after the decision is made? 2. Have children tell about an incident when they wanted to play a particular game and their friends disagreed. How did they settle it? How did they feel afterwards? How do you feel when you let someone else have his way? How do you think he feels? 3. Give the class a choice to make. The boys may go to lunch first or the girls may go first but they have to make a group decision. Is there a way to make a decision that is equally pleasant for everyone? Discuss a compromise--the girls go first one day--the boys the next. 4. Vote on a number of issues during the course of the unit. Make up alternatives for various class activities, lining up for drinks, going to recess, choice of class seats, etc., but require group agreement and group decision. 5. Explain the basis for representative government. Elect row captain representatives. Only the row captains may vote on issues. Present problems for resolution to the groups and let all groups (rows) direct their captain how to vote. Let them develop their own means for making group decisions. 6. Discuss_____If your side loses a decision, does that mean you were wrong? 7. Simulate a neighborhood council meeting or a town meeting. Consider problems such as those below and come to a decision. What day of the week should the trash be picked up? Where should the street lights be placed? Which roads should be paved first? Alternative: Simulate a school council and decide policy changes for the school. For example: There is a new sliding board for the playground. Where should it be placed? Should we blacktop the field where we play baseball? 8. If the children have elected someone as their representative (their row captain) or someone to be chairman of a committee or to run a party, what can they do if he doesn't do a good job?	

9. Allow children who are interested to put on a skit or a puppet show dramatizing various methods of reaching group decisions. Example:
   One person in authority decides.
   Fight and the strongest wins.
   Vote.
   Let the little kids have their way. Give in to the other side.
10. Have children tell about a recent family decision, to move, to go on vacation, etc. Tell how their family made the decision.
11. Compare situations where voting is a good method of group decision-making and situations where it is not so good. Example: one part of a group wants to play indoors and the other part wants to play outdoors. Should they vote?

    Several boys are in the garage. One boy says, "Let's play with your father's power saw." The other boy says, "I'm not allowed." There are five boys in the garage. Should they vote?
12. Do you ever fight with your friends or your brothers and sisters? What are some different ways of settling disagreements?
13. Assign groups to paint sections of a classroom mural depicting examples of decision making. Let each group decide and plan what they want to paint. Allow several class periods.
14. Get into a comfortable discussion setting (i.e., circle). Ask the children: Should you follow a decision even if you don't like it? Let them discuss freely. Be non-judgmental. Only interject to ask for supportive statements or for the child to give a reason for his point of view. "Why do you think so, Jim?"
15. Show pictures of groups of people getting along, playing a game, working on a neighborhood project together, etc. Discuss the decisions they had to make as a group before the picture was taken. Guess how they made their group decision in each situation.

Organizing Theme 9

Democratic societies encourage the development of responsibility by the individual toward his society.

Grade Level: 2nd

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Neighborhood. 2. **Focus Question**: What are my rights and responsibilities? 3. **Main Idea**: Freedom affords many basic rights to the individual but also demands many responsibilities in order to protect those rights for all members of society. 4. **Major Objectives**: The Bill of Rights guarantees four freedoms. Complete freedom does not allow one to encroach in any manner upon the freedoms of others. Freedoms affect the daily life of the child. Every child has the freedom to exercise and defend his own rights and the responsibility to allow others the same rights.	1. Have the children list things they are allowed to do. Group them into: Things which are done alone and the Things which are done with others. Which of the items could we label **freedoms**? Label them. 2. Do you think that grown-ups have more freedom than children? What are grown-ups allowed to do that you are not? List **Freedoms** on one side of the chalk board. Do grown-ups have more responsibilities than you do? If necessary, discuss and give examples of responsibilities. List **Responsibilities** on the other side of the blackboard. 3. What responsibilities do you have? (Go to school, clean up room feed the dog, etc.) Would you agree that the more freedoms a person has, the more responsibilities he has? Why? Why not? Try to generalize a relationship between rights and responsibilities. 4. After the pledge of allegiance one morning, ask the children what the words "with freedom and justice for all" mean to them. 5. Tell the children about the Bill of Rights or show a film depicting how the Bill of Rights was formed. 6. Let the children illustrate one of the basic freedoms. 7. Role play: People trying to interfere with the rights of free speech, religion, the press, etc. Have Uncle Sam come to the rescue with the Bill of Rights in hand. Does Uncle Sam come to the rescue in real life? Who is Uncle Sam in real life? (Each citizen) 8. Learn some patriotic songs that include verses about the rights and freedoms of Americans. 9. Cut out magazine pictures of people exercising their rights and freedoms. (Making speeches, watching TV, going to church.) Make a booklet or a bulletin board display. 10. Explore the Freedom of Speech specifically to develop the concept of a right accompanied by a responsibility not to abuse that right. A. Engage the children in a discussion as to when spoken words may cause one to be sad, be happy, or to have their feelings hurt. Are there times when we must speak our true feelings or must we remain silent? B. Allow children the opportunity to choose any topic they wish and record their message on audio tape.	

C. Review society's need to be informed on matters on general interest and the role which news media and other forms of communications play.
D. Discuss why it is wrong to lie about someone or to yell "Fire" in a crowded theater.
E. What is the Right of Free Speech? What is the Responsibility of Free Speech?

Begin a chart.

11. Add other freedoms and responsibilities to the chart (worship, press, vote).
12. Let the children tell when they or someone they know was treated unfairly. Ask which one of his rights was abused or violated?
13. Read a story about a child or an animal protecting or defending the rights of another.
14. Make up a Bill of Rights and Responsibilities for Children from the chart you made earlier.
15. Put on a skit or puppet show with the theme Human Rights and Freedoms. Dramatize an episode in history or make up a modern drama.

Organizing Theme 10

Grade Level: 1st

In a complex, highly specialized, pluralistic society, values change and may differ. This creates moral and ethical dilemmas for individuals.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self at home and school 2. **Focus Question**: How do I decide what is best to do? 3. **Main Idea**: Some attitudes are held in esteem by society which may be accepted, rejected, ignored, modified, or transferred by the individual within the society depending upon his frame of reference or accumulated experiences. 4. **Major Objectives**: Values and beliefs are reflected in the decisions people make. Some families have values that differ. Some families lack judgment and reasoning when making choices, and judge issues in terms of situations, circumstances and purposes rather than in terms of fixed dogmatic precepts. People should try to understand the values and reasoning of those who express an opposing view.	1. Read stories where children are faced with moral dilemmas and stop short of the end. Let children complete the story or discuss the consequences of various possible outcomes. Complete the reading. 2. Discuss things which are good and bad. Ask the children where they get the messages that clue them in to what is "good" or "bad," "right" or "wrong" (parents, teachers, church, friends, firemen, Smokey Bear, police, TV). 3. Show pictures that may be interpreted in different ways, i.e., a student running in a classroom. Is this right or wrong? Why? What if someone has gotten hurt and he is going for the principal? Present a variety of action and possibilities. Emphasize that we should not use rash judgment until we know and understand the person's reason. What do you think the boy is thinking about? What would you do if you were in this situation? 4. Role play finding a quarter in different situations: On the playground. In the pew at church. On the ground in an open field. At the fairgrounds the day after the circus has moved out. In a pop machine. In a telephone booth. At home in your room. 5. Make up a song, or poem, The Right Thing To Do. 6. Simulate a number of dilemmas in flannel board stories, puppet shows, film or filmstrip, records or tape. With each episode hold discussions to resolve the dilemma. Small group discussions are excellent for developing moral reasoning and learning the values of others. Sample dilemmas - unfair treatment, honesty, equality, bedtime, punctuality: A child's father has told her not to ride her bicycle on the highway. A neighbor's child is sick and no one else is around. The neighbor asks the girl to ride her bike to the drug store to get the baby's medicine. This would require riding on the highway for a short distance. What should she do? On a class trip to a museum someone breaks a jar and Mike sees it. The boy says Mike shouldn't tell or they won't get to take any more field trips. The teacher asks the class if anyone knows about the broken jar. What should Mike do? What would you do?	

A boy is going to the drive-in with some friends and their dad says that they won't have to pay if they say they are twelve or under. The boy is older but his mother didn't give him enough money to pay his own way. Should he say he is twelve and get in free, or ask his friend's father for the money, or what? What would you do? What is fair? What about the man taking the tickets? What would he do if you explained the situation?

7. Have children tell about a time when they had a decision to make between right and wrong. What did they do?
8. Teacher makes a chart of several names. Each one is then used in a short example of making a decision regarding a moral problem Survey the class to see who agrees and who disagrees with each decision. Put the tally on the chart. Try to make a generalization about the tallies. What can we say about making decisions like this? Could we put this whole idea into one sentence?
9. Stage an example of people who hold opposing views and have a debate for the benefit of the students. For example, the teacher and the teacher's aide or student teacher could debate two sides of an issue for a few minutes for the class to observe. The emphasis should be on trying to understand the other person's point of view and trying to paraphrase the other's statements to their satisfaction. The debate should be on a topic of local interest or interest to the children but should avoid resolving the issue.
10. Pair the children. The teacher makes a statement. The children are to decide if they agree or disagree and given a reason why. Each child is to find out his partner's point of view and relate it to the class to his satisfaction. Teacher: "Is that what you thought, Joan?" "Did Jack say that the way you did, Bill?"
11. Show pictures of people agruing. Discuss how they look if they look happy, upset; are they trying to understand the other person's point ov view? Then show pictures of people talking and smiling and agreeing. Then show pictures of people in serious discussion but not arguing, straining to listen, or trying to understand. Try to elicit a generalization from the class. It can be very simple--some people try to listen and understand the other guy, some people don't. You are happier and everything is nicer if you talk instead of argue. You should try to understand what the other person is thinking.
12. Draw pictures of people talking and discussing issues; have them listening and trying to understand, or do silent role play of world leaders solving problems peacefully, brother and sister talking over a problem and trying to understand each other.
13. Make up stories about people who must make a decision and tell how they decide. List and classify items they perceive as having value to them.
14. Have children predict the consequences of various decisions. What

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	would happen if Joan...? What would happen then? If Bill did do that, what do you think would happen? 15. How will you make a decision about what is best to do? Give each person a chance to express, in his own words, what he has understood about the unit objective for the main idea, i.e., "Things I like a little," "Things I like a lot," "Things I like the most." If you had to decide between_____and_____ which would you choose? Why?	

Organizing Theme 11

Grade Level: Kindergarten

Communication is basic to man's interaction with individuals and groups. To aid him in this process he devises and uses symbols.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self 2. **Focus Question**: How do I make my wants and needs and feelings known? 3. **Main Idea**: We can send and understand language, pictures, silent gestures, and written messages. 4. **Major Objectives**: We can recognize feelings and emotions in others that are similar to our own. We can express feelings and emotions, needs and desires, through speech or through silent gestures. We can express our feelings symbolically through paintings, songs, dances, etc. There are certain clues to expressions that help us identify fear, anger, hate, love, happiness, excitement, surprise, etc. There are many mechanical devices for sending and receiving messages.	1. Have the children look carefully at each other's faces and describe areas which indicate expression. A variation of this would be to use mirrors in order to view their own expression. Help them label the expressions they observe. 2. Describe expression of emotions that can be identified in music. 3. Flannel board activity-cut out parts of the face that express emotions (eyes, eyebrows). Have the children create various expressions. 4. Draw pictures of themselves showing how they feel that day. 5. Discuss different holidays that make them feel good, excited, sad. 6. Make feeling books by using expressions from magazines. All one theme or feeling or a collection of many feelings. 7. Role play a situation and have others guess the feelings involved and the situation. 8. Discuss: Can a dog or cat tell from your tone of voice if you are scolding him? How does he show it? Does just his face show feelings or does his whole body? Can you tell if someones voice is happy or sad or excited just from the tone? Teacher can demonstrate with a foreign language or nonsense syllables. Can you make your body show emotions? Draw or cut out animal pictures that show emotions. 9. Use a toy telephone to practice making emergency calls. Have a phone company representative in to explain and demonstrate equipment. Act out communicating by telephone in an emergency, act out answering the telephone when Mother and Father are busy, etc. Stress the importance of telephone communication and knowing phone numbers. 10. Bring in an assortment of greeting cards. Without reading the cards, guess the nature of the message: get-well, anniversary, graduation, birthday, baby congratulations. How do you know what the card is communicating? What symbols, drawings, colors given you a clue? Is it a sad greeting or a happy greeting? How can you tell? Why do we send cards? How do you feel when you receive a card? 11. Express a feeling using color only: red, yellow, orange, blue, black. Discuss how colors can show feeling. Read poems about colors; sing color songs. 12. Agree upon some signs for sign language and then try to communi-	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	cate messages with the signs or create a sign language, song or dance (Indian or Hula). Finger plays are excellent silent gestures. 13. Examine numerous photos of clowns in full make-up. Which ones look happy, sad? What makes them look that way? What part of their face or their body position gives you a clue? Pictures of mimes or actors can give similar examples. 14. Teacher directed facial expressions using mirrors. The teacher suggests the emotions and the children exhibit them. 15. Discuss how you learn to speak. Who taught you? What language do you speak? What does a baby do to communicate his wants and needs before he learns to speak?	

Organizing Theme 12 — All people are faced with unlimited wants and limited resources.

Grade Level: Kindergarten

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self 2. **Focus Question**: What are my needs and wants? 3. **Main Idea**: All people have basic needs for food, shelter, clothing, oxygen, love, etc. 4. **Major Objectives**: There is a difference between human needs (necessities) and human wants (secondary drives). People cannot have everything they want and need. Basic needs come from basic resources which are limited. There are different food groups, different styles and types of clothing and different forms of shelter.	1. Illustrate children wearing clothes that are a function of the environment, or show pictures and discuss, or have children cut pictures from magazines which show the utility of dress. 2. Felt board game: What is wrong with this picture? Why? Have background environments for the various seasons or underwater. The Artic, outer space, etc. Put a child with a bathing suit in the snow... Scuba suit in the desert... Football gear underwater... 3. What do clothes tell us about people? Collect pictures of hats, shoes and coats. Collect pictures of people working in different environments, indoors, outdoors, underground, etc. Have the children match the wearing apparel with the occupational environment. 4. Have the children tell different kinds of breakfast they eat. Make a histogram charting the kinds of breakfasts. Have children place an X which illustrates what they have eaten for breakfast.	

Cereal	Eggs	Meat	Bread	Drink	Pastry
X	X	X	X	X	X
X		X	X	X	X
X			X	X	X

5. Survey the class for FOODS I LIKE BEST. Collect ads of the different foods and food groups and display them under Dairy, Vegetable, Fruit, Meat, etc.
6. Can you eat anything you want? Can you eat as much as you want? Why? Stress foods that are out of season, cost of food, preserving foods, effects of overeating to weight and health, etc.
7. Observe a farm by means of model, pictures, film, books or field trip. Follow-up: Where do the foods we eat come from? Have children guess how foods get from the farm to town to them. Follow this chain idea as far as the maturity of the group will allow with different food groups, milk, bread, fruit, etc.
8. Compose a poem or a class song about the foods that people eat, the clothes they wear or the homes they have.

Organizing Theme 12

Grade Level: Kindergarten

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	9. Survey class for types of housing: trailer, apartment, house in the country, duplex, farm. Have each child draw his house or select a picture that looks similar to his house. Place them along the chalkboard ledge and arrange them into groups that are alike. All two-story house, all farms, etc. Discuss advantages or disadvantages of each type. 10. Role play moon walk or outer space adventure. What do they need to live? Where do they get food? oxygen? protection from heat, cold, radiation? Role play artic expedition, desert living, mountain climbing, submarine exploration. 11. Cut out magazine pictures and make a collage of people gathering and eating foods. You may focus on common foods or on foods that they have not tasted. 12. Look out classroom windows or take a walk and identify different types of shelter. List miscellaneous types of shelter which people use for protection from the elements or for part-time living: tents, campers, tree house, house boat, summer cabin, caves, huts, bus stops. 13. Group cards or pictures of various environments into places which are similar and different. Include pictures of the same place during various seasons of the year, i.e., urban, suburban, rural, inner city. Discuss advantages and disadvantages of each. Values--Why do people live where they do (circumstances, background)? Can you live wherever you like? Why? Why not? 14. Paint or act out taking care of a baby. What would you have to do to keep the baby healthy and happy? Which of these needs are most important? List: Basic Needs (Secondary Needs) Wants (i.e., food, air, water, rest, change of clothing, shelter, medicine, toys, love.) 15. Show pictures of families and people helping each other, holding hands, children with pets, etc. Discuss emotional needs: love, belonging, security, caring, friendship. Share personal feelings: Have you ever helped someone? How did that make you feel? Do babies need to be loved? Do you? Do you need family? Do you need friends?	

Organizing Theme 13

Grade Level: Kindergarten

The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self 2. **Focus Question**: Who helps me get my wants and needs? 3. **Main Idea**: The Family is a source that provides for our needs and wants. 4. **Major Objectives**: Family members work to supply family needs. Most families do not earn enough to buy all the things that they want and need. For most needs it is necessary to go outside the the family circle. Members of the family are dependent upon each other. The family is dependent upon others.	1. List a number of jobs that need to be done around the house and the people who do them such as: cooking-mother, dad, big sister shopping for groceries-mother, dad, sometimes children fixing things-dad, grandpa, mother, Uncle Bill 2. Pantomime different jobs being done around the house. Let children guess the job and who is doing it. Include jobs that children can help with or do on their own. 3. Read a story or view a film about families working together. Discuss: "Do families work together all the time?" "When do we work by ourselves?" 4. Paint a picture titled, This Is The Way I Help. Have children include jobs they would like to do but are not allowed to do. 5. Ask, "Why does a family need money?" List responses; e.g., shoes, meat, bread, TV, dress, movies, etc. Have each child draw or cut out one item and make a display. "Families Need Money For..." Group the items by having the children choose: First we buy_____. If there is money left over we buy_____. If it is a birthday or special occasion we buy _____ 6. Make a chart of "How the Family Gets Money." Survey the class and add on if the range of jobs is too narrow. Discuss how it helps the family when children earn money doing little jobs here and there. FATHER: Coal miner7; carpenter2 MOTHER: Waitress2; office3; homemaker BIG BROTHER: mows grass4; paper route1 SISTER: babysit3 ME: birthday gifts; clean out garage 7. Dramatize members of the family earning money outside the home. 8. Where do your mothers and fathers work? Have small groups draw sections of a mural showing people selling things, driving trucks, carrying things, helping people.	

Organizing Theme 13

Grade Level: Kindergarten

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	9. Why do fathers change jobs? Why are some people out of work (illness, strike, business closes down, fired)? Give students an opportunity to express their values about non-working people, welfare, etc. Families can't have and do as much when fathers are out of work; often it is not their own fault or there is not work to do. 10. Make up riddles about the different types of work that family members do. Let each child who guesses one have a turn. I pound nails and fix the roof. Who am I? 11. Make a bulletin board-Things We Make At Home-Things We Buy From Others. Discuss gardening, canning, sewing, woodworking, jewelry making, weaving, quilting, pottery making, etc., that might be done at home for family and for sale. 12. Make a chart showing interdependence: WHAT DO WE DO? — eat breakfast WHAT DO WE NEED? — toast, toaster, bread, electricity, butter, knife WHO HELPS US? — baker, storeowner, farmer, coal miner, farmer, factory worker 13. Discuss family members who do not work and how they depend on the others. Baby, grandmother. How do they help the needs in the family (love, play, fun, watch)? 14. Role play: If daddy gets sick. If mother gets sick. What do you do when family members come home from work? What must you do when people work at home? What do you do if someone must work at night and sleep during the day? 15. Families provide for other needs through vacations, playing games, swimming together, picnics. Discuss how we depend on family members for security, love, and fun. What does your family do to have fun together? Can you play ball alone or does it take Dad, or brother and sister? Can you play checkers alone or is it more fun with Granddad? When we can't have friends over how do we have fun with the family?	

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Organizing Theme 14

Grade Level: 1st

Man's environment and his perception of it undergo change which man must accommodate. The interaction of these factors determine man's adaptation to and mofication of his environment.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self at Home and School. 2. **Focus Question**: What must I do when things around me change? 3. **Main Idea**: Man's environment and his perception of it undergo change to which man must accommodate himself. The interaction of factors of time, space, culture, intellectual and social maturation determine man's adaptation to and modification of his environment. 4. **Major Objectives**: The environment is in a process of continual change. People interact with the environment and act upon the environment. People must adapt to survive. Adaptation is not passive "adjustment" but active interaction with the environment.	1. Have children stand up and stretch their arms up and out. Bend over and to the side as far as they can. Stretch out arms and turn around. Have them describe anything that they touched. One child can tell his items and another may list them at the chalkboard. As a child mentions an item have him tell what it does for him or to him. Examples: Floor, keeps me off the ground; Shoes, protect my feet, cover them; Air, helps me breathe, keeps me alive. What if this item wasn't here? What difference would that make to you? What if the area around the school were ice? or desert? What difference would that make to you? 2. Ask students to tell what changes their families are making at home. Examples: adding a new bedroom, remodeling the bathroom, putting up storm windows, digging a new well, etc. Why are they making the changes? What must the family do to adapt to the environment? How are things changed for them during the "inconvenience period" of remodeling or moving? What must they do differently? Have they ever been without heat, electricity, lights, fuel oil? What did they do to adapt to the environment? 3. Show many different pictures of seasonal changes or varying climates. What is alike? What is different? Have the children group the pictures several different ways. Discuss one of the groups. Example: What must you do in the winter or in cold climates that you needn't do in other seasons or warm climates? Why? 4. What things do you do when the weather turns cold? When it rains? During a heat wave? After listing many answers have the students select several of their favorites to illustrate. Fold drawing paper into sixths and put a "change" at the top of each column or section. Example: Winter, drink hot chocolate, shovel snow, sledding, build a fire in the fireplace, wear warmer clothes, turn up heat. 5. Have pictures of a hill, a field, a lake. What kind of sports could be played on this hill? What changes would we have to make so that we could play? Example: motorcycle trail, ski slope, bobsled run, horseback riding. Changes: snow, trails, build a ski jump on it. Lake: add docks, rafts, ski jumps, buoys, etc. Field: goal posts and lines, baseball diamond with bases, build a swimming pool, etc. Depending on the maturity of the group, you might list the sports first and then	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	match them or have a set of sports pictures and have them match the two sets. 6. Observe the playground area. What changes have been made on this land so that children could play here? If baseball is played in an open field the changes along the base lines are very obvious in the grass or dirt. Look for these and other clues on the school grounds. 7. List things in the classroom that allow the teacher to change the environment (lights, thermostat, shades on windows, movable desks, record player or other sound producing mechanisms, muffling devices, rugs, etc.). List things at home that allow parents to alter the environment (fans, heaters, water pipes, air conditioners, etc.). 8. Act out without words one way you get along in your environment at some season of the year. Choose one child, and allow others to guess: 1) the time of year, 2) the environment, 3) what has been done to adapt to it. Alternate: Teacher describes the time of year and the environmental problem and allows everyone to act out his solution to it. 9. Have the children tell something that they did for the first time recently. Are they changing? Are they learning new things? Who helps them to change? How have they changed the environment? 10. Read a story or show a film about children or animals moving to an environment. Emphasize the changes they must make actively to make the new environment "liveable." 11. Role play moving to a new environment or to a different country. What would be different? How would you have to change? Role play several very different examples (new language to learn, new foods, new jobs to learn, different holidays, new customs). Role play going to a new school, tell what changes they would have to make, new rules, new people. etc. If a child has come from another school, let him tell about his experience in adapting to the new school. 12. Draw a picture or cut out a magazine picture of men working to change the environment; insulating houses, building dams or highways, putting in water lines, etc. If there is a construction project nearby try to visit it and discuss the changes it will make. If changes can be seen from the classroom window, observe them on a regular basis. Example: construction around the school, a new building	

going up, laying a gas line, etc.

13. Have the children tell a round robin story (where each person adds a sentence or two) about what would happen if they had lived in the country and had no neighbors and then a family built a house right next to their house and they had several children. Have them emphasize changes that everyone would have to make. What would you do if it were too noisy? How would you make friends with them?
14. Make a list:
    Things We Can Change Things We Cannot Change
15. How do things at school differ from those at home? How is the environment different? What changes must you make to adapt to the environment? List: What I do at Home. What I do at School. Draw a picture of yourself doing a favorite thing at home. Cut it out. Using a school setting for background, place it on a mural. Make up sillies about lining up to go in and out of your home or ringing a bell to go from room to room at home, etc.

Organizing Theme 15

Man, over and above his relationship to other men and to his land, searches to understand the unknown.

Grade Level: 3rd

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self in the Community. 2. **Focus Question**: How can I find out about my world? 3. **Main Idea**: Map skills aid man in exploring the unknown. 4. **Major Objectives**: The location of continents, oceans, etc., on a globe aids man in understanding where he is in the universe. A map, a model, or a globe represents an area accurately. One can follow directions from a grid, rows and columns. Cardinal directions appear in predictable places on a map or globe. There are certain symbols, labels and colors used to represent areas, climates, etc., on a map.	1. Tell the story about the earth's shape and how the ancients thought the earth was flat and some of the myths that were perpetuated. Show a film about space flight around the earth or satelite pictures which give the children an idea of the shape and size of the earth. Ask, what shape do you think the earth is? Why? Trace Magellan's voyage around the earth on a globe for the children. Have the children draw the way they think the earth looks. 2. Have a lesson to distinguish between a model and a toy. Have various examples of each and discuss similarities and differences until the children can generalize that a model is an accurate representation of a real object, no matter what the size, whereas, a toy may be an inaccurate representation. Sample Objects: globe, model rocket, telephone model, dental health teeth--creepy crawlers, troll doll, stuffed caterpillar, wooden pull train. 3. Have the children group the objects above into the categories of: Models and Toys. 4. Using globes, locate the North and South Pole, the Equator and the 0° Meridian. Locate land and water. 5. Graph paper labelled with North, South, East, and West, Equator, O Meridian, and guiding numbers should be passed out to the children. A matching transparency placed on the overhead is also needed. Use both hands and follow lines and numbers to the intersection on the graph. Mark them with different colors. 6. Introduce common symbols used on maps: Airport, church, bridge, etc. Draw make-believe maps using the symbols. Draw a fairyland map and make up symbols to represent special places. 7. With an opague projector, project an aerial photograph onto the chalkboard or a large sheet of paper. Have the children take turns coming up to trace the main roads, rivers, etc. Turn off the projector and observe the map. Label streets, directions, rivers. (A filmstrip frame will also work.) 8. Add symbols to the large map made from the photograph. Identify churches, hospitals, schools, airports, etc. 9. Add geographic physical features to the map by color coding trees (green), mountains or hills (brown), valleys (red), etc. 10. Examine many varieties of maps. List similarities and differences.	

Example: mercator map, highway map, weather, physical feature, products, etc.

11. Have the children compare and contrast flat maps with the globe. Identify similarities and differences.
12. Examine the distortion between a sphere and a flat map. Draw a face on a balloon and then blow it up to observe the distortion. Do the opposite. Draw a picture on an orange, score it and flatten it out. What happens when we try to represent features that exist on a round globe with a flat map? Draw other inferences or give further examples as necessary.
13. Use latitude and longitude lines to locate countries, seas, islands, etc., on the globe. On maps.
14. Show filmstrips or frames from filmstrips to reinforce ideas of map representation and map skills.
15. Use string or colored yarn tied around a globe to divide the earth into Eastern and Western Hemispheres, Northern and Southern Hemispheres. Have the children do this (They must locate 0^{0} Meridian to do it correctly.) Have them identify countries, seas, etc., and tell if they are in the N.S.E.W. Hemisphere.

SOCIAL STUDIES EDUCATION
ILLUSTRATIVE MODELS 4-6

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PREFACE

The ultimate goal of the social studies is a responsible, productive, and participating citizenry. The way of reaching this goal is to involve students in the study of their cultural heritage. Educational opportunities which convey our ideals about the constitution, the governmental process, the roles and responsibilities of our citizenry, and the sequence of events that established our present society have traditionally been the "stuff" of social studies education.

Social competence implies adept skills in a myriad of behaviors. The question then is "How can social studies help our students acquire attitudes and values required for democratic living in a changing world?" When teachers set out to establish relevant ways and means to ensure rationality in civic decisions, then it becomes necessary to assist the educational process by some vehicle which complements the teaching-learning procedure. It is in a spirit of support that this guide is extended to social studies teachers.

Gerald K. Perry
Coordinator for Early Childhood
and Development Service

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Jack Newhouse, Project Coordinator

INTRODUCTION

What are the major purposes of social studies instruction? What significant understandings must the social studies convey? Is the instructional process different for the various grade levels, or are there common concepts, methods, and materials which are appropriate to permeate the K-12 spectrum?

During the early 1960's, efforts were made to discover some of these questions. One of the first suggested modifications to the social studies was to identify expressive conceptual ideas from the various social science disciplines. These concepts and generalizations were intended to embody a curricular framework from which one could generate interdisciplinary approaches to social studies instruction. A corollary movement to the social studies revision effort derived from the proof process of the social scientists. That is, how do social scientists study man? How are data gathered? What canons determine how data are ordered? These concerns led curriculum builders to search for modes of inquiry appropriate for all levels of social studies instruction. Investigations became a means of involving students into the complexities of man's relationship to other man and his environment.

In addition, new curricula evolved in a different form other than a single text-bound edition. An abundance of materials such as audio-tapes, records, slides, simulations, and laboratory kits became available. For teachers, the process of analyzing content became as important as the means of transmitting the content. Social studies instructions stressed in-depth examinations of content areas and discouraged the use of highly descriptive information. While knowledge and skills have always been emphasized, the professional literature began to question the nature and the place of value analysis and value clarification. Teachers were admonished to incorporate value-laden episodes into their instructional plans.

In order to bind the above emphasis together, teachers were requested to structure their instructural plans by listing rather discrete kinds of student behaviors in the form of behavioral objectives. When compared to the traditional history-geography orientation of the past, which reflected an expository approach based on a single text and teacher input, the changes of social studies instruction appear to be revolutionary. During the last decade the following trends have emerged with regard to social studies education:

(1) Identifying concepts and generalizations from the social sciences;

(2) Focusing on the concept of culture with the goal being to stimulate a "global frame of reference";

(3) Incorporating an investigation mode on the past of the student (e.g. discovery, problem-solving, and inquiry learning);

(4) Utilizing various media to present content (e.g. primary sources, films, role-playing); and

(5) Opening close areas of concern through value clarification exercises.

Collecting Data

The intent of this document is to suggest that there are major social understandings that tie one or two concepts together and that children should be encouraged to investigate and to discover those understandings.

Secondly, our purpose is to convey the philosophy that learning should utilize methods that embody processes, such as observing, enumerating, classifying, inferring, predicting, and measuring. If one accepts the idea that facts and descriptive data change and eventually become obsolete, then it becomes necessary to educate children in methods which facilitate self-learning. Engaging children in the process of inquiring produces these benefits:

(1) The child is able to retain data longer than by merely memorizing information;

(2) The child achieves greater comprehension through his active role in investigation;

(3) The child is able to transfer the concept to other areas of concern; and

(4) The child appreciates the means whereby data is gathered and ordered.

While holidays and presidents provide opportunities for children to investigate their heritage, the current literature suggests that the study of exotic persons, places, and things is giving way to examining sensitivities and feelings about one's self and others in situations which call for problem-solving. The traditional vehicles such as the region, state and world now require a holistic study which incorporates concepts from economics, political science, sociology and anthropology. Instruction should not be limited nor reflect only the social sciences. One can not artifically limit the social world of the child by synthetic boundaries such as the social sciences. Issues which motivate and cause children to think and question should be encouraged. For example, a social understanding might be that "water transportation is the most economical form of transportation". "Transportation" and "goods" are linked together and the implication is that basic factual information and teaching strategies will focus toward that understanding. The valuing process can be derived from examining the care and utilization of water conservation. In addition, the purposes of "Transportation" and what constitutes "progress" and the "good life" can be analyzed for their influence on the goals of society in general and the needs of individuals in particular. The goal should be to bundle information into a main idea rather than require children to memorize isolated and specific bits of data.

The West Virginia State Advisory Committee for the Social Studies recommended for the elementary levels the following regarding program components:

> The interdisciplinary elementary program can best be realized by an expanding environment approach that emphasizes problem solving. Although there are limitations to the idea that each child discovers his environment sequentially from home to world, it is essential that the child's primary learning sphere be as carefully defined as possible so as to conform to his daily life. Teachers are encouraged to bring into the classroom units which are relevant to the child's life because of contemporary experiences and events and the availability of information through mass media.
>
> Elementary teachers are also encouraged to integrate into the program individual units dealing with all the areas of social studies including economics, sociology and anthropology.[1]

In order to carry out that sanction, a grand synthesis of social science concerns was completed by that committee. Fifteen "Organizing Themes" were established for the purpose of suggesting content and process for the social studies throughout the various levels. These "themes" contain and point to key concepts and are to be an integral part of the total social studies program.

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[1]Comprehensive Education Program - Social Studies, Section, [illegible] 86
Publication of State Department of Education, 1970, pp. 20.0-20.10

PROGRAM DESCRIPTION

Organizing Themes

The State Social Studies Curriculum Committee has developed fifteen organizing themes to help define the scope of social studies learning in grades K-12 and to construct a basic framework for future school and county curriculum development.

These organizing themes contain and point to key concepts and are to be an integral part of the entire program.

1. There are different styles of living among the people of their world. Culture groups reflect differences because of their past histories and present circumstances.
2. Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.
3. Differences and similarities of man (or between men) make our culture unique. Provision for the recognition and understanding of these is important to a functioning democratic society.
4. Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding his history.
5. Contact between cultures or the introduction of new ideas or material goods within a culture often results in the modification of knowledge, attitudes and skills of a people. Such changes cause conflict within the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.
6. Man plays a role in many groups. He is offered rewards for adhering to positive values and punishment for negative values. This sytem of rules may be institutionalized (law, religion, family) and passed on to the young (socialization, education) and to newly aspiring groups.
7. All societies have developed, in different degrees of elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to insure conformity.
8. In democratic societies the decision making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically and participate actively in various decision making functions.
9. Democratic societies encourage the development of responsibility by the individual toward his society. This includes an insistence on the basic freedoms such as speech, free press and religion, the maintenance of a climate of inquiry and cooperation and an interest in the formulation of national goals and policies.
10. In a complex, highly specialized, pluralistic society, values change and may conflict. This creates moral and ethical dilemmas for individuals.

11. Communication is basic to man's interaction with individuals and groups. To aid him in this process he devises and uses symbols.

12. All people are faced with the problem of unlimited wants and limited resources. Because of this the level of economic productivity depends upon the utilization and conservation of both natural and human resources, and the interrelationships of the factors of production and the institutionalized decision of that society as to (a) what is produced, (b) by whom it is produced, (c) for whom it is produced, and (d) in what amount it is produced.

13. The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

14. Man's environment and his perception of it undergo change to which man must accommodate himself. Concepts of time and space and of relevant time spans and space distances are shaped by culture, by group association and by the level of intellectual and social maturation. The interaction of these factors determines man's adaptation to and mofication of his environment.

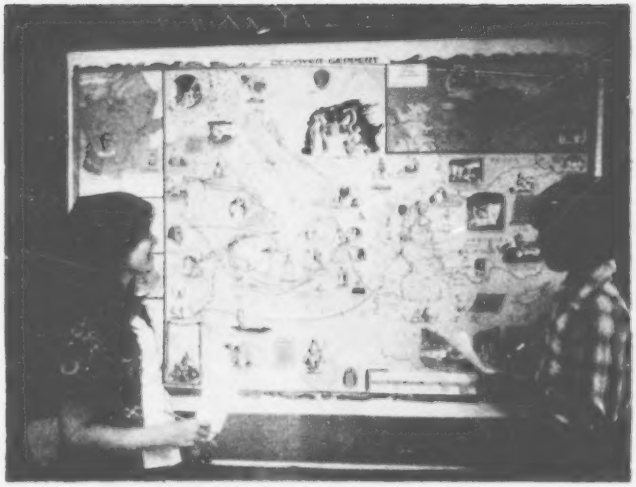
15. Man, over and above his relationship to other men and to his land, searches to understand the unknown.

SOCIAL SCIENCE CONCEPTS AND GENERALIZATIONS

In order to identify the knowledge component of the social studies, those responsible for curricular decisions have relied heavily on the use of concepts. Learning theorists state that all individuals fit data into a class. Our mental processes allow us to group past experiences into categories. Labels are then given to concepts, based on the concept's attributes and class. However, while individuals have this conceptualization ability, a concept is known by an individual at many abstract levels. A child's concept of "dogness" is affected by many factors. For curriculum purposes, social studies concepts refer to ideas such as "interdependence," "wants and needs," "shelter," and "culture," rather than to vocabulary words.

A generalization, like a concept, is a mental construct. Unlike concepts, which are usually single words or phrases, generalizations link concepts for the purpose of exhibiting general applicability. For example, "law" and "society" and "growth" are brought together as a series such as "The growth and well-being of a group or society depends upon the observance of its rules and laws." The natural inclination to bundle data together into concepts of individuals and generalization assists curriculum builders in delimiting social studies content. More important, it assists children in retention of relevant information. 88

Applying Data



EXAMPLES OF CONCEPTS AND GENERALIZATIONS

ANTHROPOLOGICAL CONCEPTS AND GENERALIZATIONS

Cultural Chance Innovation Tradition Social Structure Institution Enthnocentrism	The family is the basic social group. Each culture tends to view its physical habitat differently. The variety of cultures developed by human socieites affords man more diverse ways of living than animals.

SOCIOLOGY CONCEPTS AND GENERALIZATIONS

Norm Society Role Change Status Socialization Class Assimilation	Man learns social behavior from groups with which he interacts. The family group teaches the child the social behavior of his culture. Man has unique, common needs which are met within a social setting. Communities often cooperate, but sometimes there is conflict among them.

SOCIAL PSYCHOLOGY CONCEPTS AND GENERALIZATIONS

Self
Motivation
Behavior
Heredity
Learning
Interaction
Socialization

Man searches to understand the unknown.

Behavior is caused.

Man needs rules and regulatory mechanisms to function.

HISTORICAL CONCEPTS AND GENERALIZATIONS

Change
Periodization
Chronology
Values
Migration
Cause and Effect
Nature of Evidence

Some communities change more rapidly than others.

Acts and events have both causes and consequences.

People judge past events based upon their frames of references.

Space and time form a framework within which all events can be placed.

GEOGRAPHIC CONCEPTS AND GENERALIZATIONS

Areal Association
Spatial Interaction
Habitat
Environment
Region
Maps
Adaption

Life on earth is influenced by the earth's shape, its size, and its set of motions.

The extent of man's utilization of natural resources is related to his desires and to his level of technology.

Maps are representations of all parts of the earth. There are many different communities on the earth.

POLITICAL SCIENCE CONCEPTS AND GENERALIZATIONS

Power
Leadership
Decision-Making
Compromise
Institutions

Each person is born into a society which is not formless but is organized.

A principle underlying all systems of government is a willingness to sacrifice for the general good of the group.

Loyalty Freedom and Equality Government	Every society creates laws. Citizenship involves varying degrees of obligation.

ECONOMIC CONCEPTS AND GENERALIZATIONS

Scarcity Interdependence Producer Consumer Specialization Division of Labor Productive Resources Goods and Services	While all members of a family are consumers, only some are producers. Growth in a community creates increased demands. Governments differ greatly in the degree to which economic freedom is allowed. The development of machines has changed America from an agricultural to an industrial society.

APPLICATION OF CONCEPTS AND GENERALIZATIONS TO INSTRUCTIONAL UNITS

A. Change
   Culture
   Society
   Institution

B. There are different styles of living among the people of the world. Man is a product of his environment, but he is not limited by it. The world is a product of intercultural exchange. Governmental organizations are necessary for individual and group programs.

C. First Grade-Home
   Main idea or theme: "Families are Different"
   Concepts: Roles
   Interdependency
   Shelter
   Change

D. Second Grade-Home and School
   Main idea or theme: "Our Town has Many Families"
   Concepts: Market
   Community
   Change
   Region

E. Sixth Grade-World
   Concepts: Culture
   Society
   Conservation
   Change

INQUIRY AS A TEACHING STRATEGY

Guiding children, facilitating learning, and organizing content in a motivating manner are attributes which precede the inquiry strategy. Being sensitive to the process of critical thinking is crucial to presenting a problem - solving situation to young children. If inquiry is defined simply as a process in which children study a problem, hypothesize and formulate theories that may explain the how and the why of a dilemma, then how does it differ from other teaching strategies? The significant differences are how data are dispensed and how conclusions are derived. Children certainly do not have to discover everything. But if they are encouraged to investigate the mysteries of man on earth, then it can be assumed when new conditions and new changes occur, they will be able to analyze those modifications in a rational manner.

APPROACHES TO VALUE CLARIFICATION

C. Kenneth Murray
WEST VIRGINIA UNIVERSITY

During the last decade, one of the most intense movements in American education has been the search for the human element. We have sought to humanize all aspects of education. One conclusion that we have drawn from this search has been about the importance of the role played by emotions, feelings, attitudes, and beliefs. Therefore, the increased emphasis on value clarification has been a direct "spin-off" of the humanist movement.

This "spin-off" has been developed to the point where the latest "in thing" in the social studies these days appears to be "value clarification." Indeed the steadily emerging series of books and articles on the topic suggests that "valuing" may well take the place that "inquiry" held secure during the 1960's.

The term **value** is defined in the Social Studies Section (Number 20, page 20.9) of the West Virginia Comprehensive Education Program as "an attitude held in esteem by society which may be accepted, rejected, ignored, modified, or transferred by the individual within that society depending upon his frame of reference or accumulated experiences." The purpose of the value clarification movement is to provide experiences to help students make their own decisions about accepting or rejecting certain postitions, i.e., values.

Three approaches seem to dominate the materials currently being disseminated for use in valuing programs in the social studies. These are:

(1) **Taxonomy Approach** (Krathwohl, D.R., et al. Taxonomy of Education Objectives. Handbook II: Affective Domain. New York: Longman's, Green and Co., 1964).

The Taxonomy Approach consists of a continuum of five levels which are arranged in a hierarchy, i. e., each level is built upon and assumes acquisition of the previous level. The five levels are:

1.0 Receiving. At this stage, the learner receives and becomes sensitive to stimuli relating to value situation in which there is no single correct response.

2.0 Responding. Here, the learner responds to the stimuli he has received and begins to search for the alternative which is most appropriate for him.

3.0 Valuing. This stage refers to the development of a commitment to a position or a solution to a dilemma.

The final two stages are basically internalization stages as they involve the learner in internalizing the various attitudes, sanctions, and principles that become a part of him in the process of developing value judgments.

4.0 Organization. The learner is concerned with organizing his newly chosen or selected value with his existing value structure.

5.0 Characterization. The highest level of this classification process describes behavior which is guided by or is consistent with our stated values.

The Taxonomy Approach is particularly useful to the teacher in helping to specify objectives in this affective area and in organizing learning situations or packets which can involve students in activities at each of the levels.

(2) **Raths Approach**. (This approach is named after a former teacher educator at the University of Maryland, Louis Raths. He is the chief author of *Values and Teaching*, published by Charles E. Merrill, Inc., 1966. The best known current advocate of the Raths Approach is Professor Sidney Simon of the University of Massachusetts. He has written extensively and conducted numerous workshops in the value clarification area.) This approach consists of three broad areas. These areas are:

1. Choosing
   a. freely
   b. from among alternatives
   c. after thoughtful consideration

2. Prizing
   a. cherishing, being happy with the choice
   b. being willing to affirm the choice publicly

3. Acting
   a. doing something with the choice
   b. repeatedly in some pattern of life

The Raths Approach is somewhat similar to the Taxonomy Approach in that it is particularly helpful in organizing learning experiences but I believe that its most important contribution is in the area of specifying the classroom climate which is so necessary for valuing activities. This approach clearly imples that the choosing, prizing, and acting areas must be provided for in a climate which allows the student to frame and test his own values.

(3) **Kohlberg Approach** (Lawrence Kohlberg, "The Child as a Moral Philosopher," Psychology *Today*, September, 1968). Kohlberg, inspired by the early work of Piaget in moral development, has generated a typological schema which seems to be very useful for classifying value reasoning statements independently of the content of the situation. Kohlberg's six stages of moral development are:

1. Orientation toward punishment and unquestioning deference to superior power. (Authority)
2. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. (Reciprocity)
3. Good behavior is that which pleases or helps others and is approved by them. (Empathy)
4. Orientation toward authority, fixed rules, and the maintenance of the social order. (Law and Order)
5. Right action tends to be defined in terms of general rights and in terms of standards which have been critically examined and agreed upon by the whole society. (Social Contract)
6. Orientation toward decisions of conscience and self-chosen ethical principles. (Conscience)

The Kohlberg Approach is particularly useful to the classroom teacher who wants to ascertain where a student is in his valuing process. The student can be presented with an open ended moral dilemma and asked to indicate his response and justify his reasons for the response. This data can be classified by the teacher into one of the stages and then the teacher can outline a strategy for helping the student to reason at other stages.

The three approaches that have been outlined in this paper have all made a significant contribution to the value clarification movement in social studies. An understanding of these approaches can be most useful to the teacher who wants to develop value clarification exercises for use in the classroom. The remainder of this paper is devoted to examples of value clarification exercises which were developed by in-service teacher.

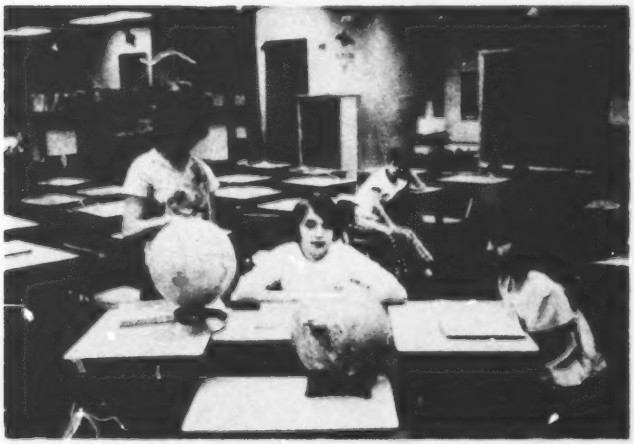
Value Clarification, Sheet No. 1

Home or Home Plate?

FLASH! Baseball City, U.S.A...Today the Baseball Commissioner met the controversial question of female participation in the male-dominated professional sport. The Advisory Committee met in special session and passed unanimously a resolution stating that 25% of all professional baseball players must be of the feminine gender. With the appearance of this news release, some of the game's most famous stars were outraged. They stated that women belong in the home, not on the field, and others have even threatened not to report for spring training.

1. Do you agree or disagree with this resolution? Why?
2. Will this resolution increase interest in the sport?
3. If you agree in principle, is the percentage correct?
4. Should this resolution be passed on to Professional football, hockey, basketball, etc.?
5. Should there be equal pay for equal ability?
6. Should girls be allowed to develop skills by playing Little League Baseball?
7. Do you feel it's legal for public recreation areas to sponsor Little League Baseball and then discriminate against girls?
8. In your opinion, does a girl belong in the home or on home plate?

STRUCTURE OF THE INSTRUCTIONAL UNITS



Utilizing Media

Each instructional unit is derived from one of the "Organizing Themes". These themes are high level abstractions which attempt to synthesize a social science principle. An elementary graduation of the theme resulted in a "Main idea". It is the "main idea" that the child is striving toward in the teaching-learning process. Therefore, each unit has the following components:

FOCUS QUESTION: (To direct attention and to motivate)
MAIN IDEA: (To bundle the content in a manageable form)
MAJOR OBJECTIVES: (To direct the learning activities)
LEARNING ACTIVITIES: (To provide for a process approach to learning)

Inasmuch as the units which follow are **illustrative** units rather than day by day teaching guides, no attempt is made for sequential development within a particular grade level or between grade levels. Also, no attempt is made to prescribe a detailed listing of curriculum materials. Since this guide is for state-wide consumption, it is assumed that a variety of supporting materials exists within the various county systems; therefore, it is suggested that those individuals responsible for curriculum may wish to have a committee identify relevant materials to accompany the instructional units which follow.

General Objectives of the Program

Each child should be given the opportunity to appreciate his American heritage and all individuals who contributed to the formation of the democratic form of government. In addition, at the end of the primary experience children should understand that:

a. the peoples of the world are interdependent.
b. people adapt those traits from other cultures which are perceived as useful.
c. institutional means are established by man to meet problems such as transfer of power, allocation of resources, maintenance of peace, and preservation of the environment.
d. modifications in man's life style are not the result of a one-to-one cause and effect, but are derived from many complex and interrelated causes.
e. social scientists collect, order, and interpret data to explain man's behavior.
f. every society has a system of roles, norms, values, and sanction to guide behavior.
g. diversity exists within all groups.
h. changes are inevitable.

In addition, intermediate children should be able to:

i. identify central elements in information.
j. classify information.
k. differentiate between points of view.
l. recognize inadequacies or omissions in information.

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Organizing Theme I
Grade Level: 6th

There are different styles of living among peoples of the world. Culture groups reflect differences because of their past histories and present circumstances.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Cultures of India and China 2. **Focus Question:** How has the environment affected the culture of man? 3. **Main Idea:** Environmental circumstances and past history affect the food, clothing, building, religious customs and life style of man. 4. **Major Objectives:** 1. Man eats food indigenous to a given area. 2. Man views himself as the center of universal activity. 3. Religions have been based on food, growing seasons, climatic conditions. 4. Man locates near sources of food, water, etc. 5. Man's clothing reflects the climate and resources available to him. 6. Man's buildings reflect the architectural style of his environment, materials, climate, etc.	1. We are going to study India and China. We need to go over location, topography, climate, etc. 2. Use a blank map of India and discuss where you would settle if you were the Aryans coming into India for the first time. (Rivers, mountains, etc. affecting decisions). 3. Use the record with the Indian dialects. Talk about the transportation system in India and how hard it was to get from place to place. 4. Find by using latest statistics what the population of India is. How it compares to earth's land size? How much land per person? How much food is produced? How much per person? How much does India export? Could it be traded for food? 5. Bring in missionary to give presentation on religions of India. Then do a simulation--give different children in the room occupations. They cannot all talk to each other. Then give the children a specific task to perform and discuss how much easier it would be to accomplish if all parties had communicated. 6. Discuss the sacred animals/food shortage. Do value clarification of "I love My Dog"--about edict from federal government that people get rid of pets and why. 7. Explain about middle kingdom and the wall. Use a map to discuss why they felt that way about isolation. Relate to people in our own country or anywhere that aren't capable of traveling great distances. Think their way is the only way, etc. Talk about dialects here. 8. Bring in and prepare Indian and Chinese food. Discuss the different ingredients. Where are they grown? Discuss likes and preferences in food. Why they feel that way. 9. Bring in samples of native dress. Is there a practical reason for wearing these? Compare and contrast their clothing with ours. 10. Do some water checks of local streams. Compare with reports of water conditions in the Ganges. 11. Construct a replica Chinese village. Discuss architecture and why house are this way. Compare again. Could this type of construction be used here? Why or Why not?	

12. A country of the world will have to be destroyed. The world cannot feed everyone. We will have to decide which country will have to go. List the pros and cons of India, China and some other recently studied country. Then at end ask reactions. Use Newsweek and other materials on feeding the world.
13. Discuss how religions evolve from nature worship, seasons, etc. and how these are based around survival. Discuss how children felt in thunderstorms or when they see the ocean.
14. China does not have enough rice--invades Vietnam (rice bowl). Use variation of war game. One country has large population, low food production, another is midway good food production, not large; population can sustain itself, another is an industrialized country with low food production, (losses to export) another is an Agrarian Country. Give each country so much in the way of troops, money and area. Decide who is going to invade whom. What is desired. Let the children design their own banners, flags. Have peace conferences.

Organizing Theme 2 **Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.**

Grade Level: 5th

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** People 2. **Focus Question:** What is culture? 3. **Main Idea:** People are the same, but the ways they meet their needs and wants differ according to culturally learned habits and customs. 4. **Major Objectives:** Human beings have unique characteristics. People are alike in physical structure and they have the same needs and problems Humans have some physical differences but the important differences are learned. Culture is ways of living and style of life that is learned.	**Learning Activities:** 1. Discuss with the children: "What am I?" and list the responses "I am . . ." on the board, boy, girl, cousin, cub scout, Methodist, blonde, etc. . . . Then erase all items that are not true of everyone in the room, everyone in the town or in America or in the world. You are left with certain basics that describe what a human being is. 2. How are human beings different from other animals? What makes us human? List hypotheses on the board and discuss and suggest ways of testing them. For examples, humans live in houses and that makes them different from other animals. Does anyone know an animal that lives in a house? A dog? Is the dog human? Does living in a house make us human? How could we test if other animals live in houses? Humans are different because they walk on two legs. How could we test this hypothesis? What would make it true? What circumstances would make it false? 3. Assign groups to observe animal and human behavior and record items that tend to prove or disprove their hypotheses. The resulting findings and discussion should conclude certain uniquely human traits such as: walking on two legs, using language, opposing thumb, reasoning ability. 4. Make a collage bulletin board of human beings, all different, children old people, etc. Then analyze them with the children. How are they different? How are they alike? Are they more alike or more different? List likenesses on one side of a chart and differences on the other. The longest list decides if people are more alike or different. 5. Using the lists of likenesses and differences group items under headings such as physical structure, behavior, possessions, etc. Let the children title these categories themselves, such as: Their bodies, Actions, Things they have, respectively. 6. In sharing the groupings and summarizing about the **likenesses** of humans come to the major objectives that people are alike in physical structure and needs and share many of the same problems. 7. In sharing groupings and summarizing about the **differences** of humans come to the major objectives that there are some physical differences in people but that the really important differences are learned. Ask: Are they that way because they were born that way or	

did they learn it? Emphasize the learned differences and that the learning shapes the culture and the culture shapes the learning.

8. View films or filmstrips of animal behavior. Discuss trained animals, either pets or circus performers, and ask which behaviors are learned and which are natural.
9. Have the children write a statement or paragraph in response to the question, "Why are people different?" or "What makes us human?"
10. Define the word **culture**. Treat it as a vocabulary word and have the children look up and discuss dictionary meanings, use the word in sentences, etc. Then act out or give oral examples of some human behavior; have the children decide if the behavior is natural or learned as part of the culture. Make the point of the major objective. Culture is ways of living and style of life that are learned.

Museums Can Be Fun

Organizing Theme 3

Grade Level: 4th

Differences and similarities of man (or between man) make our culture unique. Provision for the recognition and understanding of these is important to a functioning democratic society.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Sub group in a unique culture. 2. **Focus Question**: How do sub groups retain identity in the face of diversity in America? 3. **Main Idea**: Values, beliefs, traditions and attitudes contribute to make our life style unique. 4. **Major Objectives:** Individuals are unique and contribute to the culture because of their uniqueness. We use other cultural customs in order to make up our own culture. Individuals must adhere to acceptable patterns and norms.	1. (Sub groups) Discuss customs or traditions that children carry out at home, as opposed to what other children may do for the purpose of comparing later the ideas of cultural differences and uniqueness. 2. Conduct an investigation of private schools and public schools. What cultural differences are found there? How are certain areas of tradition, values, beliefs, and attitudes stressed? Why are non-public schools formed? (Must make concessions such as busing, hot lunch, etc.) 3. Let children investigate traditions for cultures within the United States concerning holidays. How are these customs alike and different? 4. Bring in a resource person, one that has experienced maybe living in two cultures or someone who has traveled to another part of the U.S. or another country. How are the customs, attitudes different from the ones in the class's community? (If possible someone who has moved from a busy city with ethnic groups to the country back to nature or vice versa.) 5. After the resource person let children role-play a certain culture and how the people of the culture retain their identity and yet adhere to the customs and one culture of the United States. 6. Have children go back in history to discover the contributions a variety of cultural groups has given to America. (Amish, Martin Luther King, Dred Scott case, etc.) (Religion and politics) 7. What have people gone through to get ideas, customs, etc. accepted? Introduce the terminology of segregation, discrimination, negotiating, busing, jury and court cases, minorities, cultural, etc. 8. Bring in some laws or court cases that bring out cultural differences, such as cases against blacks, [illegible] court rulings for the Amish. Mormons—how do they have to c[illegible]e customs to adhere to acceptance? (Polygamy, Salt Lake City) 9. Have a round-table debate or dis[illegible]on. It could concern two different cultural groups trying to get [illegible] belief or custom accepted by other people of different backgrounds. Let there be certain children that play the jury and judge. After debate discuss the reason why one team won and the other lost. 10. Let children do research to discover how many cultural groups have been involved in making the United States a democratic society. Why	

did these people come to America? From past to present. Why do people still immigrate to America?

11. Give children task of developing a classroom museum of some contributions from different cultural groups. Each child may make three projects to put in the museum. Education, art forms and history of the cultures are some of the ideas to get them started.
12. View films of family groups in China, Mid-East, Europe, Africa. List similarities and differences with our culture.
13. List foods, songs, dances, holidays that we celebrate which have cultural connections with specific sub groups. Example: pizza, chop suey, St. Patrick's Day, polka, square dance, etc.
14. List or identify from the list in #13 those celebrations, songs, foods, etc., that are retained and promoted by sub groups as indigenous to their cultural heritage. For example, German festivals, Chinese foods and ceremonies of New Year's, etc.
15. Compose a class song or poem about America being made up of many cultural sub groups. "We are all Americans," or "America, We Are Different and Alike."

Organizing Theme 4

Grade Level: 4th

Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding history.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Regions: Introduction 2. **Focus Question:** What are some of the ways of classifying regions of the United States? 3. **Main Idea:** Regions are classified by geographic and economic considerations. Regions are interdependent. 4. **Major Objectives:** Land, resources and technical skills make a region unique. Various regions have common problems and sometimes hold the solution to each other's problems by sharing resources and skills. The economic regions of the United States are interdependent.	1. Look at population maps of the U.S. before and after the rural shift and the westward shift and the south to north shift. Have the children identify the centers of population and locate the major shifts. Ask, Why do you think some regions now have heavier population concentration than other regions? 2. Have the student survey various textbooks and encyclopedia to find the way authors divide the U.S. into different regions. Have the students suggest reasons for the variance in regional definitions by authors. Why is the U.S. often divided into different regional sections by different people? What seems to be the basis for determining a region? 3. Compare the population centers and shifts with a common regional map that you agreed to use for the length of the unit. Discuss how these various regional divisions might help explain the population concentrations and moves. Develop a list of questions about the regions for research about what makes each region unique. Divide into groups to research the questions. 4. Develop a chart for the retrieval and of the information gathered by the research teams. Include location of the region, physical features, resources, main occupations, population centers and why, products, problems the region faces. 5. If problems of the region is a difficult category to research, have each team draft a letter to a government agency in their region requesting help to determine the problems facing the region and the solutions or programs underway to solve theproblems. 6. Label a large common map with each of the regions but give each region two or more labels, one geographic, another economic or product oriented. For example: The Corn and Wheat Region, Dairy and Wheat Region, Northeastern Manufacturing Region and Appalachia, The South, the Pacific Region, the Forestry, Mining and Arid Region. Make geographic, economic and descriptive climactic labels for each region as seems appropriate. 7. Have each group present the **materials** on **resources** of their region and **products** of their region by bulletin board display, resource and product maps, a presentation and explanation while placing pen flags for each resource and product on the large common class map;	

let them produce and mimeograph desk maps of their region for each student showing products and resources, etc.

8. Choose one region to explore in depth and color code string or yarn for certain products and raw materials, then use the visual aid to show what comes into the region and goes out from the region. Ask if similar patterns of trade and interdependence might be true of the other regions. If there is doubt or questions about another region, take time to go through the same procedure with it to show the interdependence of regions. Examples: cars, farm machinery, citrus fruits, lumber, textiles, iron ore, coal, etc.
9. Identify major cities of a region, the occupations which form the base of the economy of that region and the possible reasons for population growth or loss during recent years. Look at the entire common class map and discuss where in the United States a coal miner would find work, an oil driller, a logger, an automobile factory worker, an electrician, a farm hand, a doctor, etc. Discuss reasons for population centers and movements.
10. Share the findings of the committees on the problems of different regions from the letters they sent to various government agencies. Have the class identify problems that are similar in each region. Are these the national problems? What is the national government doing for problems of water control, conservation, water pollution, auto safety, civil rights, etc.?

Organizing Theme 5

Grade Level: 6th

Contact between cultures or the introduction of new ideas or materials within a culture often results in the modification of knowledge, attitudes and skill of people. Such changes cause conflict within the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: How ideas are spread. 2. **Focus Question**: How are cultural traits and ideas spread from region to region? 3. **Main Idea**: Cultural change occurs more rapidly in some parts of the world than in others. 4. **Major Objectives**: Societies adapt those ideas and inventions which are perceived to be attractive and needed. Proximity to other cultures increases the spread of ideas and inventions. Ideas about religion and political life tend to change less rapidly than ideas about technology.	1. France is considered a crossroad in Europe. Select one or two neighboring countries bordering France and have the children identify cultural traits from which the French may have borrowed. Tell the impact the pivotal location of France has had on: a. Language b. Dress c. Religion d. Economics 2. Select several major cities in Europe (e.g., via slides or pictures). Withhold the identification of the cities. Have the children hypothesize the exact location of the cities. Questions for discussion may include: a. How are the cities different? b. How are the cities similar? c. What details suggest a cultural characterization (e.g., churches, architecture)? d. What appears to be recent developments? 3. Major countries of Western Europe including France, West Germany, and Belgium have a supply of iron ore and this allows those societies to produce steel. Have the children investigate how this natural resource affects the way of life in Western Europe and how this produced a rapid change in the way of life. 4. Identify a value, belief, or change in the political or religious aspect of this region and have children compare and contrast the way the idea was introduced. Was it a rapid introduction? Why are things like ideas and beliefs slow to change? 5. Discuss the reasons why individuals adapt to new ideas or inventions. Sometimes cultural traits are superficial like fashion (e.g., style in clothes change because of a Presidential visit to Asia.) Other times a new food is introduced. Have children list food which suggests other cultures. The list may include: (1) French fried, (2) Brussels sprouts, (3) Sauerkraut, (4) Italian foods. 6. Introduce the class to French colonial possessions in Africa and Asia via photographs and filmstrips.	

7. List things that reflect French influence, language, government, system of education, etc. Then list things which the people have retained of their own culture, such as foods, dress, religious beliefs and values.
8. Have the children summarize about the "Things that tend to change more rapidly than others and things that are valued very adamantly by a culture." Ask what could we say about the things that are changed by the influence of another culture? What could we say about things that are not easily changed even by force by another culture?
9. Discuss technological advances and changes that have influenced the colonies and the emergence of new nations from the colonial possessions in recent years in Africa and Asia.
10. List things in our daily lives which reflect other cultures. For continuity, list French influences.
11. Set up a decision making or problem solving situation for several small groups to discuss and solve. The country of Russia, or China, or some other politically and culturally and religiously different country takes over the U.S. as their colony. What things might we fight to preserve of our culture? What things would change most rapidly?
12. Generalize or summarize to the Main Idea and Major Objectives.

Organizing Theme 6

Grade Level: 4th

Man plays a role in many groups. He is offered rewards for adhering to positive values and punishment for negative values. This system of rules may be institutionalized (law, religion, family) and passed on to young (socialization, education) and to newly aspiring groups.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on**: Self 2. **Focus Question**: How do I feel about rules and regulations? 3. **Main Idea**: A society is governed by rules which are necessary to preserve order in our changing world. 4. **Major Objectives**: An individual plays a role and is a part of many groups in a society. Work that produces positive values is rewarded, in contrast to negative values which are not rewarded. Roles are determined by society's expectations. Each person strives to meet a common goal.	1. List the ways people are rewarded in groups. Is the class a group? Identify differences between a group and a non-group on the playground. Try to determine a definition of what constitutes a group. How does the group reward or punish those who break the rules? 2. List things the family does as a group. Have children illustrate their role in different situations. (Home, school, play) Tell how they reach a decision in the family 3. Write a skit showing the duties performed by each member of the family. Make a chart telling time spent in your duties in an average day. Make a situation where the group cannot get a job completed becuase they cannot cooperate. Allow the children to dramatize various methods of reaching decisions. 4. Have children make puppets. Use a backdrop of different group situations along blackboard. Let different groups put themselves into the different situations. Would you act differently at a dance than at a ball game? How? Why? Let the children make up their group situations. Are they a part of the group? 5. Read a story about a child or an animal who broke a rule. How did this affect his life? Who made the rule? What was the purpose of the rule? 6. Examine the rules which are set up for your classroom. Discuss the reason for rules and how the groups benefits when rules are followed. Discuss how rules are changed when children are involved in two activities, music period and quiet reading. Why do groups sometimes change rules? Discuss what would happen if there were no such rules. 7. Make up songs or poems reminding others of important rules. Illustrate. 8. Use your borad to display pictures of group activities. 9. Cut our magazine pictures of people in different roles or careers. Discuss the way people act at work, at a party, at home, on vacation. Have a picture of people at the beach. Can you tell which one is the doctor, airplane pilot, housewife, etc.? How do clothes, settings, people affect our behavior?	

10. Have children tell about a time when they were left "in charge" or a leadership position. Were they comfortable in that role? What does that role require? Discuss other role situations children may find themselves in and their feelings about them.
11. What do you want to do when you are old enough for a job? How will you act then? Why?
12. How do mothers and fathers act? Why?
13. Discuss plays, movies, actors and actresses. What are "roles" in plays? Why are they called that? Identify some stereotyped characters or "roles" from movies, TV, or plays.
14. Assign roles for role playing activities. Exchange roles. Discuss how it feels to change.
15. List all the different groups the children belong to or refer to the group activity bulletin board from #8. Discuss how they would act or feel in each of these roles. Have them illustrate or express their feelings in music, art, poetry, etc. What's the difference between being the fielder or the pitcher or the coach of the ball team? How does it feel to be each one?

Organizing Theme 7

Grade Level: 4th

All societies have developed, in different degrees or elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to insure conformity.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Regions: Capitals in the Northeast Region. 2. **Focus Question:** Why and how did the early farmers of state governments decide where to locate their states' capitals? In what section of the state is your capital located? 3. **Main Idea:** Political factors as well as geographical factors determine the site of state capitals.	1. Distribute a political map of the northeastern section of the United States. Have children observe the various capital sites. Ask children to imagine they were deciding the site location of a capital. What factors would determine their final decision to locate a state government site? 2. By using the following criteria, have children identify the degree of centrality of each state capital in the Northeast: a. "H" for high degree of centrality b. "L" for low degree of centrality c. "M" for moderate degree of centrality After the analysis is completed, have children group the states under the categories above. 3. Upon completion of the classification exercise, conduct a discussion on the role physical features play in determining site locations (e.g., rivers, harbors, mountains, valleys). Early settlement would reflect a need for access to natural resources and for protection. Consideration of equal accessibility of all residents should be stressed as a site factor. 4. Encourage a discussion of political factors which contribute to site location. Concepts such as political pressures, influential power structures, and compromise would be stressed. 5. In order to test site location factors, have children conduct a similar study on a section of their state's county seats' location (e.g., northern and eastern West Virginia). 6. Using an early political map of North America, have children observe how wars, expansion policies, population growth, and treaties have brought new states into development. 7. Using desk maps, have the students follow an overhead projection or map slide of different states on the filmstrip or opaque projector. Let them outline the physical features of different states in regard to the placement of the capital city. Examples, a centrally located, a capital on a river or coastline harbor, a mountain state, etc. 8. Construct a model of terrain around an interesting capital city location on a cardtable top with clay and stone and tree twigs and pie plate lakes or tin foil rivers. 9. Assign a small group to employ encyclopedia skills to report on state	

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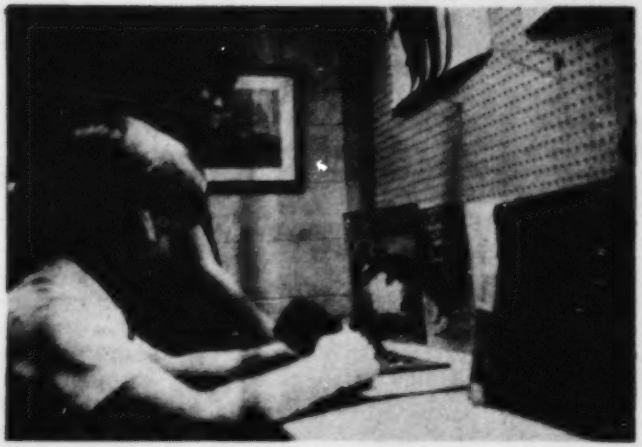
capitals that were moved from one location to another and the reasons for the move.

10. Construct a butcher paper chart summarizing the information the children have gathered about the location of state capitals. Let the children title the chart and label each of the categories of reasons for the location of the capital. Try to elicit a summarizing statement from the students along the lines of the Main Idea for this unit.



Organizing Theme 8

Grade Level: 6th

In democratic societies the decision making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically and participate actively in various decision making functions.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Modern democratic process. 2. **Focus Question:** Is the democratic process percieved today as it was in ancient Greece and Rome? 3. **Main Idea:** Changes in Democracy through the ages. 4. **Major Objectives:** Function of various departments of our government. Responsibility of citizens to democratic process. Early man had forms of government. The ancient Greeks and Romans developed a form of democracy which contributed to our democracy.	1. A field trip to watch a trial. 2. Have the children make time line to show development of democracy so that pupils will realize that the change from ancient democracy to modern democracy was slow. 3. Use of election procedure in electing class officers to give children experience in nominating and voting. 4. Build a bulletin board display to show the three branches of our government. Divide the class into committees, each committee being responsible for a particular branch of government. 5. A research project to contrast the early forms of democracy with today's democracy. This could be done by committees. 6. Make a list of famous persons who contributed to Greek and Roman democracy. Have children to research and report their findings orally to the class. 7. Set up pretend situation in which a group of people is cut off from from the rest of the world. Have the children plan a form of government to take care of this situation. 8. View a film of Greek period, film of Roman Senate. List similarities and differences. 9. Assign a problem situation where the Senate must decide whether or not to enter war. Let three groups act out the decision making as it would be handled by the Greeks, the Romans, the Americans. Use costumes, props, etc. for flavor. 10. Listen to record of excerpts or selections from Shakespeare's Julius Caesar or the readings of Plato, Aristotle, etc. 11. Act out a Senate hearing for confirmation of Vice-President or another appointment. Act out the Roman Senate's manner of handling appointments. Research as necessary. 12. List the rights and responsibilities of citizens according to their status in ancient Greece, ancient Rome, modern America. 13. Turn to magazines and newspapers for stories about the modern Greek and Roman governments. Discuss the changes. 14. List or make a bulletin board of all the similarities and differences among the democratic governmental systems of ancient Greece, Rome and modern America.	

Organizing Theme 9

Grade Level: 5th

Democratic societies encourage the development of responsibility by the individual toward his society.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Nation--Voting Rights, historical development. 2. **Focus Question:** Who may vote? 3. **Main Idea:** Freedom affords many basic rights to the individual but also demands many responsibilities in order to protect those rights for all members of society. 4. **Major Objectives:** Voter qualifications are evidence of some of the values of a democratic values. Political restrictions have often been the result of prejudiced majority values. The extension of voting rights reflects the changing values in America over the years.	1. Define the word **equality** by giving examples of people who are equal. For example, how are a baby, a blind man, a physicist, the President of the U.S., a bank robber just out of prison, and a millionaire equal? In what ways are they equal? Which contributes most to society? Why? How many of them are allowed to vote? Do they each have exactly equal voting power? 2. Research the ways that American values and beliefs affected voting rights in the colonies of the new nation. Land ownership and church membership were the basis for early voting privileges. What ideas and values changed that allowed poor to vote with the rich land owners? Which allowed members of other denominations to vote? 3. Have the children write a response to the question: Is everyone equal in a democracy? Why or why not? They should conclude that all who vote are politically equal but may vary in wealth, intelligence, etc. 4. Prejedice against members of a group involves stereotyping. Have the children role play situations where prejudice excludes membership. You can't join because . . . you wear glasses you're too little you're a girl you're new here What does each of these situations have in common? How can you tell if a person has a prejudice? 5. Explore the suffragette movement for women's right to vote. Have students research individuals of that era and report to the class: Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, etc. Invite a Women's club speaker or Women's Lib organization to speak on the topic to the class. List the many actions women took in their struggle, petitions, marches, dramatic demonstrations for publicity, letters, organized voting to support candidates who agreed with them, picketing, working for community causes to show that women were capable citizens, persistence (70 years).	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	Why do you think women used so many tactics? What actual power did they have? What power did they have after they earned the right to vote? 6. Discuss the age requirements for voting and the various state laws regarding age prior to the latest decision. Was there prejudice involved here? What were the arguments for both sides on the issue of the eighteen year old vote? What compromises, obstacles, processes were involved in the change of the voting requirement for age? 7. Discuss residential requirements. Why should living in one place for a certain period of time make a difference? Is there prejudice involved here? A candidate represents the people of his district or state; should the people voting for him live in the district? For how long? Could some people vote more than once? Who might want the residential period shortened? Could someone lose his right to vote because he had to move? 8. Voter qualifications and literacy tests may be introduced by any media or form available. Should people who cannot read be allowed to vote? Debate the issue. Refer to the misuse of these qualifications in the South against blacks. 9. List or make a chart of people who could not vote until the Civil War, until the 1920's, groups who cannot vote today, groups who may never be able to vote. In summarizing and generalizing about the chart emphasize the changing values in America and their effect on the voting restrictions. Produce a class mural of the voting and non-voting groups in lieu of a chart. 10. Have the children respond to a person who says, "I don't bother to vote; after all, I'm just one out of millions." Look for the concept of **equality** in their answer.	

Organizing Theme 10

Grade Level: 4th

In a complex, highly specialized, pluralistic society, values change and may conflict. This creates moral and ethical dilemmas for individuals.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus On:** Individual importance as a member of a decision-making body. 2. **Focus Question:** What are some common problem areas faced by groups? How are issues raised? By whom are problems analyzed? 3. **Main Idea:** The growth and well-being of a group or society depend upon the observance of its rules and laws. Many considerations are involved in a democratic decision-making process. 4. **Major Objectives:** To perceive own role in group. To perceive how the group operates.	1. Problematic setting: "Establishing a camp site for a group." Divide the children into two groups. Group "A" and group "B" will have to decide questions relating to a camp site. Group "A"'s decisions are to be made as a group. Group "B" should appoint an "adult." The "adult" is to make **all** decisions for this Group. The general purpose of this role play is to examine how factors such as "insecurity," "self-interest," "greed," societal expectations toward "institutional changes," and "traditional changes" play a part in the decision-making process. Guidelines may be provided by the teachers to be settled by the groups. 2. Some of the suggested issues which campers may face include: a. Group "A" has always decided by group consensus where the camp site is. (tradition) b. Group "B" has always allowed an adult to select the camp site. (tradition) c. The number of campers has been limited to 20. In addition, the food menu has always been the same. Meals are provided at 7:30, 12:15, and 6:15. d. Hiking is allowed only on Tuesday and Thursday. Swimming is only in the afternoon. e. Songs are sung at the camp fire at night. f. In Group "A" choices are given by group decisions. In Group "B" one adult assigns all jobs. 3. The general goal is to involve children in the process of decision making. Questions which pertain to establishment patterns and traditions are to be stressed. Conflicts may arise over the following issues: a. distances near the creek b. some campers desire solitude c. some campers want more free time for individual projects d. work hours--children don't want to miss swimming or singing by the camp fire because they have to work those hours. 4. Hold a "Free speech session" or "gripe session" where students may raise issues about the simulated activity above or if you prefer, about problems around school.	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	5. Choose several of the problems or issues raised in the "gripe session" to be analyzed by small groups who are interested. Their task is to analyze the problem and offer several alternatives or solutions. 6. Show a film of people involved in a decision making process. Have the children bring in examples from the news of people involved in the analysis and solution of issues. Strikers, business people, congressmen, etc. Put these on "Making Decisions" bulletin board. 7. Make a list of classroom behavior--What children like to do. Discuss each item in regard to school rules and safety rules. Make a list of classroom rules that are alternatives to the existing rules. If an impasse is reached between safety or order against "what children like to do," then analyze the issue with the students and offer several alternatives. 8. Visit a city council meeting, session of legislature, school board meeting, etc., where the children can observe adults involved in a decision making process. 9. Read stories from books in which the characters face decisions, either group decisions or individual decisions. Discuss what the characters had to consider in order to make their decision. How did they finally decide? 10. Have children relate stories concerning family decisions and how they were made. For example, moving to a new place, where to go on vacation, what TV program to watch, dividing up the housework, rules of behavior, bedtimes, etc. Let children draw a picture to illustrate and make a "Family Decisions" bulletin board display. 11. Display pictures of "Decision Making Around the World" with the U. N. in session, Britain's parliaments, Congress, tribal councils of American Indians or African tribes, etc. 12. Share personal decisions that children have faced. 13. If you had $1.00 to spend on anything at all, what would you buy? 14. Make up a moral dilemma, where a child is told not to do something such as "Don't climb trees" but a cat is caught in a tree. "What would you do?" What must they consider in making their decisions? What alternatives do they have? 15. How do their social groups such as Girl Scouts, Sunday School, 4-H, Little League, make decisions? Tell the differences between following rules and decision-making process.	

Organizing Theme 11

Grade Level: 5th

Communication is basic to Man's interaction with individuals and group. To aid man in his process he devises and uses symbols.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus On:** Forms of Communicating. 2. **Focus Question:** How do we communicate with individuals and groups? 3. **Main Idea:** Communication in many forms is basic to Man's interaction with individuals and groups. 4. **Major Objectives:** Why and how did communication start? What determined the need for communication? What were some of the early examples of communication? What sophisticated methods of communication have developed? To facilitate communication, symbols and systems of communication have been devised. There have been attempts at making an international language such an interstate picture symbols--Food, school, etc.	1. People communicate with each other before they use tools of communication. Demonstrate gestures--facial expressions. 2. Many methods have been devised to put the symbol into print. Illustrate some writing equipment used in the development of symbols. 3. Have child list common methods of communication such as telephone, singing wires, telegraph, pony express, radio, TV., movies, computers, newspapers, books, satellites. Children can make reports on the various means of communication. Draw a time-line or paint a mural with communication forms in a time sequence. 4. Have child think about languages. How many different languages are there in the world? Try writing in Hieroglyphics, Hebrew, Arabic, Russian, etc. 5. Report on the History of the Printing Press. Try to visit a printing shop. Find out about the new computerized and photographic printing methods. 6. Read about Louis Braille and the development of the Braille system of writing for the blind. See if you can write your name in Braille. Sign language for the deaf--Read stories about Helen Keller and her efforts at communication. 7. Pictures are symbols which can be understood around the world. Make some pictures which would serve as symbols of ideas. Try to interpret the symbols used by American Indians in rugs, blankets, paintings. 8. Study the Metric system which is being developed which will provide a world wide system of measurement, also computer languages such as Fortran, Cobol, Snobol, which are universally understood and used by scientists. Visit a computer center, use a key punch to punch your name and address, etc. 9. Music and dance express universal understanding. Have children research folk dance. Prepare a program utilizing songs and dances from other countries. Research music and art teachers. 10. What are some symbols which we understand? Some of the symbols best understood are the ones which stand for freedom. People need to show concern, have feeling of pride, to show feelings of love and	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	respect, human dignity. Prepare a bulletin board showing sights and sounds of Liberty: Flag, Liberty Bell, Independence Hall, Eagle, Statue of Liberty, Printing Press, Paul Revere, Scales of Justice. 11. Contrive a situation with two small groups of children. The groups are to complete a project by the end of the period by cooperating and working together. Give two sets of directions to group 1 and group 2 and do not allow them to use spoken or written communications during the class period. Then discuss with them the importance of communication. 12. Evaluation--A speech about some aspect of communication by each class member that summarizes concepts and gives an opportunity for speech skills development. 13. Compare traffic signs of different states and foreign countries. 14. Listen to a talk or speech by people from different areas of business, i.e., an economist, a biologist, a physicist, a lawyer, a mechanic, a medical technician. Compare their style of language and their vocabulary. Notice or list words that are specialized jargon in their field of interest. 15. In class discussions have the children repeat what the person before him has said before he can give his own opinion on the subject. In other words, each child must be able to explain the other person's point of view.	

Organizing Theme 12 — All people are faced with unlimited wants and limited resources

Grade Level: 6th

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus On:** Economic System. 2. **Focus Question:** How do societies handle the economic problem of scarce resources in relationship to unlimited wants and needs? 3. **Main Idea:** Societies may use different mechanisms to determine how to allocate scarce resources, depending on the economic system under which they operate. 4. **Major Objectives:** There are three broad economic systems operating in the world today--private enterprise economic system, command economic system, and mixed economic system.	1. Discuss and define: private enterprise system, command economic system, mixed economic system. 2. What economic freedom and controls do students have in the school? a. Lunch choices b. Textbook choices c. Extra-curricular activities d. Class scheduling activities 3. List implications of government control for the general economy. What controls over the general economy does government have? 4. Investigate the way a purely private enterprise economic system functions. a. Who decides what will be produced? b. Who decides what production resources will be used? c. Who decides who will receive what is produced? 5. Use the same three investigative questions concerning the command economic system and the mixed economic system. 6. Discuss why the United States falls into the category of "mixed economies". Do all mixed economies fit the same pattern of mixture? Why or why not? 7. Have students locate on a map and prepare a bulletin board showing the three different types of economic systems and where they are located in different parts of the world. 8. Given the current status of oil, gas, and coal, have students investigate how the three economic systems would handle the problems of allocating these resources.	

Organizing Theme 13

The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

Grade Level: 4th

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus On:** Regions: Appalachia. 2. **Focus Question:** How do the resources of an area affect interdependency with other areas? 3. **Main Idea:** The physical environment as well as man's values and skills affect the way of life in Appalachia and its interdependency with the Northeastern states. 4. **Major Objectives:** Regions use the resources of the environment to attain the necessities of life. People interact to make use of the available resources. Skills are often necessitated by the environment. The Northeastern states depend on the Appalachian Region for coal. The economy of the coal mining region of Appalachia depends on the coal consumption of the Northeastern states.	1. Give students a map of the United States. Have them label with a black crayon the Appalachian Region's coal producing states, and label with a green crayon the Northeastern States receiving the product. 2. Have students give an oral presentation on the amount of coal produced in the Appalachian Region and the amount exported to the Northeastern states. 3. Have students write to the Chamber of Commerce to receive information on industries with the Northeastern states which utilize coal for industrial energy. 4. Have students verbally compare and chart the employment of coal miners in relation to the consumers' demands. 5. Have students write a theme predicting what would happen to the Northeastern states if no more coal would be extracted from the Appalachian Region or if the Northeastern states no longer needed coal for their energy. 6. Ask the children to list the occupations found in their community. What determines the need for the occupations? Did their parents perform the same occupations as their grandparents? Have the students report their findings to the class. Draw pictures of the occupations and display on a bulletin board. 7. Investigate available resources. Select and invite two or three reresource persons to come in and conduct a panel discussion regarding why their occupations are located in the surrounding area. 8. Describe at least one skill that you learned because of your envirment, e.g., fishing, hunting, coal mining, farming, etc. 9. Demonstrate or roleplay the skills needed for the various occupations.	

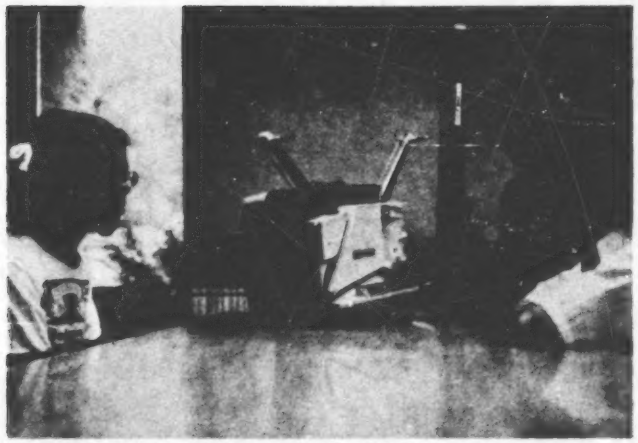
Organizing Theme 14

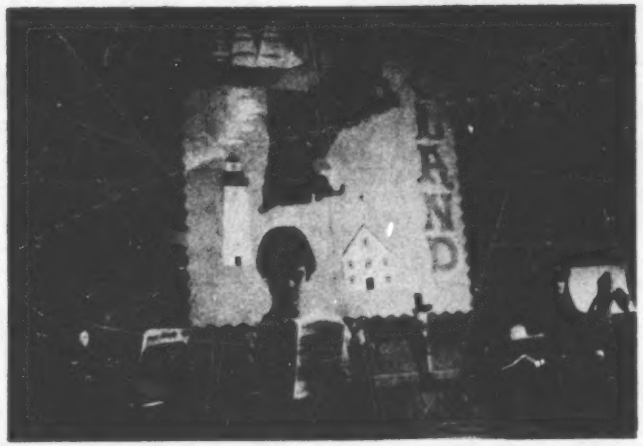
Grade Level: 4th

Man's environment and his perception of it undergo change which man must accommodate. The interaction of these factors determines man's adaptation to and modification of his environment.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Regions: Dam building and water control. 2. **Focus Question:** How do people of a region change the environment and modify it to their needs? 3. **Main Idea:** Building a system of dams requires man to accommodate to aspects of his environment and to modify aspects of his environment by active interaction with his environment. 4. **Major Objectives:** The environment is in a process of continual change. People interact with the environment and act upon the environment. People must adapt to survive. Adaptation is not passive "adjustment" but active interaction with the environment.	N. B. These activities may be adapted to the dry regions of the West, the Tennessee Valley, any river project, the St. Lawrence Seaway, canal systems, etc. 1. Look at photographs of floods, drought, dust storms, or other problem aspects of a region which solved that problem with dams and a system of canals for water control. Discuss the problem the area suffered prior to the changes. Farmers, industry, homeowners all had problems that controlling the water could solve. 2. How would people feel in these situations being at the mercy of unpredictable threatening environmental conditions? Have the children draw a picture, write a poem or act out a pantomine of how they would feel living in such a region. What could be done about these conditions? Generalize to the point that man must somehow control the water supply. 3. List the problems of the region: Spring floods, dry seasons, fires, poor farming, etc. Next to each problem, list things that could be done to solve the problem. Next, decide if the solution requires only one person, a town, the state or several states. 4. Look at aerial photographs of the region and have the students mark or list the features of the land involved. Ask questions about the water problem, when the snow on the mountains melts, where must the water go? Where could we make the water go so it wouldn't be a problem? How do we get the water to go there? 5. Compare two maps of the region, one with the natural water system and one with a water system of dams and canals created by technology. Emphasize the purpose of intervening with nature. 6. Make a list of the actions of scientists and engineers to regulate the water supply: measuring the water in each stream in each season, measuring the slope, making maps of the area, moving large amounts of earth, buying the land, moving the people, getting money from legislatures of the different states involved, etc. 7. Have the children choose various activities from the list above (number 6) and produce skits of the entire process of obtaining land, planning and carrying out the project. Emphasize feelings and values. How did the people feel who were moved out of their homes in the valley? Did the project destroy natural beauty of the area or wildlife refuges? What parks or refuges did the project create?	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	8. Using the list above (number 6) discuss which jobs involve skills or education beyond a general public education. Which requires technical education or higher education? Which requires the work of one or two people as opposed to hundreds of men? 9. Use the aerial photographs to make maps or models of the area by projecting the photo onto paper and outlining the features; make up your own scale or use the map to teach a scale used on most of your classroom reference maps. Use the photos for relief maps, elevation maps, building a 3-D model, etc. 10. Visit any local dam, canal, watershed project, the building of a farm pond, etc. in the immediate vicinity to show men changing and modifying their environment by control of the water supply.	





Getting Ready For Independent Study

Organizing Theme 15

Grade Level: 6th

Man, over and above his relationship to other men and to his land, searches to understand the unknown.

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
1. **Focus on:** Regions: Scientific Methods of Knowing. 2. **Focus Question:** How does an anthropologist explore the unknown? 3. **Main Idea:** Anthropologists, as well as other scientific observers, use scientific methods to explore and understand the unknown. 4. **Major Objectives:** Hypotheses are made from evidence that is openly tested, and tentative generalizations are made by anthropologists. All measurements must have a frame of reference. To an anthropologist a tool is any object used to do a task. Anthropologists can tell us much about the past through both theoretical and experimental methods.	1. Discuss taking physical meansurements such as height on each birthday; you could then compare measurements and tell how much you have grown each year. If every member of the family did the same, you could compare measurements among you and tell who had grown the most, the least, and how much growth differences occurred between individuals. Anthropologists know that Americans born since 1930 are taller and heavier than their grandparents. How do you think they know this? 2. How many people would anthropologists have to measure and compare to know they had a trend or pattern and not just a few who are different? Will this same trend continue to occur in the future, or will we have to continue measuring heights and recording and comparing to identify trends? 3. Does the statement above mean that every American adult is taller than his parents? What does it say on the whole? 4. Acting as an anthropologist: Ask teachers from 3 distinctly different grades (K-1, 4th, 6th) to save a full wastebasket at the end of the day. Give each small group a wastebasket labelled exhibit A,B, C, etc. Say you have discovered the remains of a subculture in the building but can't identify which subculture they belong to; list approaches to solving the problem. What clues will you look for and what might they tell you about the subculture? 5. Establish a method of search for the wastebasket remains. Observe and record each item, the layer or order in which it was found, what it might have been used for, what time of day it might have been used. Record findings and hypotheses on a chart for display. 6. Discuss the charts produced by each group about their wastebasket subculture. Ask, what can you not tell about the subculture from the available evidence? They should respond, How many there were, how they looked, what they liked, what they did that didn't produce any trash. 7. Introduce the information you have available about "kitchen middens" through a library book, film or filmstrip, trip to a local museum, etc. How are kitchen middens like our wastebasket remains? What might anthropologists be able to ell about the people from them? What things could he not tell from them?	

TEACHER PREPARATION	SUGGESTED ACTIVITIES FOR THE TEACHER	RESOURCE
	8. Show artifacts or pictures of artifacts from stone age, ancient Indian, etc. diggings and use them to define the word "tool" as an anthropologist would define it. Use spearpoints, flint knives, shells, bones that have been shaped, stones for grinding, etc. Have students research the carbon dating process and report to the class or arrange for a look at dating and labeling procedures on your tour of the museum. 9. Have students make a box with various layers of earth stone, shale, etc. and bury objects in the box for students to find; identify the layers by date and have them tell the date of the "tool" you buried by the layer in which it was found. Let them bury objects for you or each other to find and date. 10. Make a water clock and record the "time" with it each hour for several days with the class. Discuss time references. How does your clock measure time that has passed? No clock does; you must look at the clock twice and measure the passage of time from one point to another. Will a water clock measure the same amount of time if you place it in a cool shady place? How would humidity affect your clock? N.B. A water clock is a bowl filled with one carefully measured cup of water. When you want to check the time, you pour the water that has not evaporated into a measuring cup and record the amount. After a trial run to see how much water evaporates in one day, you divide your measurements into equal parts. Example, if one cup equals one day and you have ¾ of a cup of water left, ¼ of the day is gone.	

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